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EDUCATIONAL NEWS



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TRAVEL SECTION



TEACHERS GO ABROAD

CALIFORNIA TEACHERS* INVADE EUROPE

S. E. Corbin, General Agent, Canadian Pacific Railway, San Francisco

WITH Canadian Pacific's transatlantic liners returning westbound crowded with enthusiastic European travelers, the 1938 summer tourist season closes, having witnessed one of the great years in history for teacher-travel.

Thousands of teachers, instructors and professors, from elementary schools, high schools, colleges, and universities, throughout the continent, took advantage of this year's unusually low tourist rates and teacher discounts, and of many independent or specially arranged trips.

Nine famous ships in four price

* Editor's Note: Steamship lines report a heavy season of teacher travel to Europe in 1938. We have asked Mr. Corbin to comment on teacher-travel to Europe since he is general agent of Canadian Pacific, a world's great travel system, operating the St. Lawrence Route to Europe; trans-Canada rail lines, via Banff and Lake Louise; trans-pacific lines to the Orient and the Antipodes; steamship service to Alaska; independent round-the-world tours. Thus Canadian Pacific is virtually a "departure store" of travel.

classifications, sailing to England, Ireland, Scotland and France, afforded every type of accommodation. Highest is cabin class, but all ships also carry tourist and third class, both of which have become increasingly popular during the past few years.

Cabin class at its highest standard is provided by the Empresses, the flagship of the fleet being the world-famous Empress of Britain. The 42,350 gross tons of this ocean giant offer more space per cabin-class passenger than any other ship afloat. Here is the power of 64,000 horses united in silent coordination to drive the mighty vessel from land to land in 3 days, 1 hour and 30 minutes. Empress of Britain and Empress of Australia, sail from Quebec, where Canadian Pacific trains go direct to the ship's side, to Cherbourg and Southampton.

Cabin class is furnished by the regal

Duchesses and lower-cost Mont ships. The Duchess of Atholl, Duchess of Bedford, Duchess of Richmond and Duchess of York are the largest and fastest liners sailing from Montreal. 20,000 gross tons each, they were especially designed to set a new standard in cabin class travel.

The Montcalm, Montrose and Montclare, although representing a lower cost-standard, are no whit behind in solid comfort; old friends on the Atlantic, they are the regular choice of many celebrities and particularly popular with teachers who make a small savings cover an extensive tour.

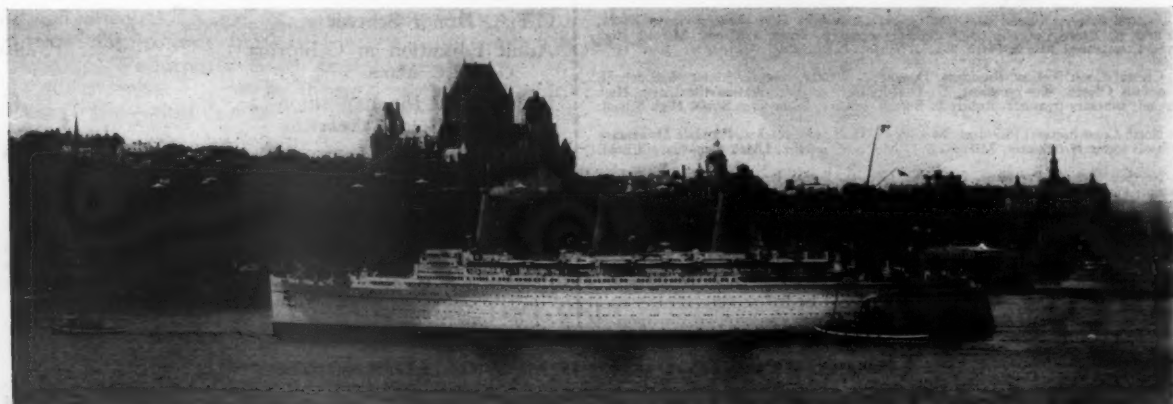
Our tourist class, the secondary class on all liners, is unique in trans-atlantic society. This class was originally made popular by student travelers who turned their ocean voyages into undergraduate fiestas and quickly attracted many other seafarers seeking genuine gaiety on an economical scale. And, as such people crowded into tourist class, the undergraduates took over third class to such an extent that it is now enjoying a similar popularity, and third class tours were increasingly scheduled this year.

Sabbatical Bargain Fares

Tourist class is justly famous for its sun-deck, smoking-rooms and lounges, spacious cabins as comfortable as fine hotel rooms, and its four-to-six course meals, with 11 a. m. bouillon, 4 o'clock tea and 11 p. m. sandwiches in the midst of dancing, just as on the first deck.

The summer season was marked, not only by the usual special fares and tours for

Empress of Britain passing Chateau Frontenac at Quebec



teachers, but also by a wholly new development; namely, a special reduction of 20 per cent in steamship fares for teachers on sabbatical leave.

This rate was available to all teachers of the United States and Canada actively engaged in their profession, upon certification by a responsible officer of their school or college that they were on sabbatical leave.

The reduced fares were put in effect for all times except during the peak of heavy summer travel; they are granted for east-bound passage from August 15 to March 30 and for westbound passage between the dates of October 15 and July 15. This marks the first time that special trans-atlantic rates were offered to teachers traveling independently rather than in tour groups, and naturally proved a most popular innovation. It will be continued in 1939.

The above fact, coupled with the wide variety of organized tours and the exceptionally low fares for round-trip voyages, attracted unusually heavy teacher travel this year, especially from the Far West. Samples of these fares are of interest. For instance:

San Francisco to Europe tourist class, only \$353.90 round trip. This includes tourist rail fare via exquisite Banff and Lake Louise to Montreal or Quebec. Third class on ship with coach rail fare \$267.15. Cabin class on ship with first class rail fare, \$420.80.

FARES, ships and services, however, are not, according to our officials, the only attractions which draw travelers to the line. The route itself offers many incomparable advantages. Voyaging down the beautiful St. Lawrence seaway there is actually 39 per cent less ocean to Europe! There is almost a thousand miles of smooth-water comfort and picturesque scenery before the open sea is even reached. And then, the shortest, most direct route across the Atlantic to French, British ports. The famous Airline Route.

The Shortest Route

Liverpool, Southampton and Cherbourg lie directly across from the St. Lawrence Seaway, permitting a course due East and West and, being higher up the globe, this course is naturally shortest of all. This fact, plus the excellence of the ships themselves, is why so many dock-to-dock trans-Atlantic records have been held by our liners.

Furthermore, sailing by the St. Lawrence Seaway virtually adds another country to the journey, as the day or two of river sailing are passed in French Canada between lovely scenic coastlines dotted by picturesque towns and landmarks. Anticosti Island is passed, and on the normal Northern route, the ships sail through the Straits of Belle Isle between Newfoundland and



Swimming party aboard Canadian Pacific liner

Labrador, providing an additional scenic treat.

Teachers and others who took advantage of more than 100 all-expense motor and rail tours of Europe via Canadian Pacific last summer found an imposing list from which to choose. These tours range from 28 days up and cost from \$313 up. Available were all nine ships of the fleet, and all the countries of Europe to visit.

Especially popular was the 28-day tour from Montreal, for \$313, with Paris, Brussels, The Hague, London and the Shakespeare country visited in Europe. Also popular was the 49-day tour from Quebec, for \$522.

These were all personally-conducted tours, under the aegis of experienced leaders well equipped to provide the greatest interest and the least effort for all travelers under their watchful care.

Returning travelers this year have been even more eloquent than usual in praise of our long-famous service, on transcontinental railways, in hotels, and aboardship. Canadian Pacific services are world-wide. In every important city in the world, you find the company's agents or representatives, eager to render efficient, courteous service. Educated in transportation since boyhood, these men have at their command a vast store of specialized knowledge which they consider a privilege to place at your disposal.

The Canadian Pacific controls and operates 21,235 miles of railway in Canada and the United States, and has convenient con-

nections with every important center on the continent. It owns a chain of 15 hotels from the Pacific Coast to the Atlantic.

Far-famed Service

But beyond these facts, the service has personality. On shipboard, for instance, there is, on every ship, ample space and complete facilities for at-sea diversions: sports and games, concerts and entertainments, companionship or just plain ease. And the cuisine is famed afar!

The finest of foods procurable from the world's best markets are prepared under the most hygienic conditions by distinguished chefs. Every chef is a specialist and the menu is cosmopolitan.

THUS, briefly, some outstanding reasons for Canadian Pacific's trans-atlantic popularity, especially marked during 1938. In addition, the fact that attractive round-trip fares have been publicized in individual communities, as far away as the Pacific Coast, has focused unusual attention upon all the advantages of the Airline Route to Europe—its speed, scenic beauty, short ocean passage, and superior service.

Large numbers of travelers therefore, with the heaviest leavening of teachers and educators in history, made the happy discovery of how short the distance, and how delightful the experience, of a summer trip to Europe from Pacific Coast points—via Canadian Pacific.

CASTLE COMBE

Elinor Rees, Alhambra

I SHALL never forget the little village of Castle Combe which I discovered by accident. It happened in this wise: it was coronation week in England; my cousins in London had invited me to come up from Henley to witness the pomp and splendor of the greatest pageant in history; I had no heart to go for several reasons — the newspapers, magazines, shops, and tourist agencies had been advertising the spectacle for months *ad nauseam*, so that I knew only one thought and that was to flee as far from London as possible. Moreover, I had just recovered from a severe attack of influenza, and as gray days followed misty days, and these in turn were followed by days dripping with cold rain, I could long for nothing but the sun.

As I passed along the rain-drenched roads of the south of England I thought of Devon and Cornwall basking in the sun, the meadows and roadsides tapestried with violets and bluebells; oh, yes, I was willing a hundred times over to forego a royal pageant to view the exquisite pageantry of the spring.

It was late in the afternoon of May 12, Coronation Day, that I stepped into my little Austin and turned her nose toward Devon. It was raining in London and drizzling in Henley. I passed through the streets decorated with all the flags of the Empire and with any foreign flags the citizens could lay their hands on; two American flags figured in the decorative scheme; they flapped dismally enough against the red brick walls.

The decorators in the little town of Henley had been enthusiastic, but not always correct: one saw blue, white, and red almost as often a red, white and blue; and more than one British flag, placed in the wrong position, flew the distress signal! How shocked the celebrating patriots would have been had they realized this!

I passed through the square where the May pole stood, surmounted by

a gilt crown, waving long red, white, and blue streamers. Soon I was out of the town; how pleasant the meadows looked — the grass was lush and deep-green after the showers; here and there an oak tree stood in lonely beauty against the silver-gray sky.

As I drove along the winding road the peace of the country-side sank into my heart and I began to forget the dismal wet flags, the tawdry crepe-paper streamers — yes, even the hundreds and hundreds of coronation mugs that had tortured the eyes on every hand.

What did it matter that a king was being crowned in London — here a bird was singing, and I had a whole week of vacation — a week of vacation was worth the price of seeing for months the faces of the royal family staring from innumerable mugs.

I had started late in the afternoon and it was quite dark when I found myself about 18 miles from Bristol. I knew the village of Castle Combe was nearby, and I decided to pass the night there as it was said to be a quaint place.

The village lay in a valley circled with hills. It was very festive that night; the place was gaily lit, for people had come in from miles around to attend the village coronation dance. As my little Austin crept cautiously down the steep hillside (She was always cautious in uncertain or unknown situations — thor-

oughly British was my little Austin), I thought those scattered lights looked like a handful of gems flung into the hollow of a great bowl.

I stopped at an inn that seemed to grow out of the ground; a white hart romped on a sign over the door — I knew that it was the place for me to stay.

Ye Ancient Taproom

Mine host was in the low-ceilinged tap-room with a group of men; they were seated around a great black oak table, dented and scarred with use, and were talking about taxes as they nodded over their beer.

On my appearance my host rose and went in search of "mother", who was at the village dance a few yards away. She decided that I could stay, and ordered her husband to take my luggage up a flight of stairs that was no wider than a ladder and almost as steep.

I waited below while my bed was being made. This lower room was lighted with a large flat oil-lamp of which the chimney was encased in a big copper-colored glass bulb. The lamp cast a soft glow over the uneven gray pavement that constituted the floor. There were deep shadows in irregular corners, but the heads of the men drawn near together and their tall steins were lighted with copper tints. The whole scene was like a painting by some old Flemish artist.

MY hostess insisted that I have some bread, cheese, and beer before going up to my room. Then she showed me up the narrow stairs, and, her duty by me being done, she returned, I thought, with a sigh of relief to the dance from which my arrival had torn her.

My room had a large soft bed; on the dressing-table were two lighted candles in silver candle-sticks. A dainty-flowered paper covered the walls. I went to one of the dormer windows and drew aside the flower-sprigged curtain that was drawn across it. There was no mist; the stars were shining; they and the irregular lights of the village lit up the stone market-cross over the way; beyond this there was a medieval parish church, and nearby the road passed through an archway that formed part of a village house. It was very still; far away in the hills a nightingale was singing alone; it was the first time I had ever heard the nightingale.

The bed was downy and the air sweet that blew in through the casement windows; the sleep that followed was a "perfect and absolute blank", quite untroubled

The view beyond the market cross



by the atrocity of thick mugs and the peeping smugness of royal children.

The next morning my landlady greeted me with an enormous breakfast; never before had two eggs and a thick slice of juicy ham been put at one time on a plate destined for me. After I had consumed as much as I comfortably could I took a walk. The place was an excellent example of a thirteenth century village, and was quite unspoiled by modern innovations; not even a petrol tank was visible. Certain modern conveniences were present, but they were hidden, for the lady of the manor would not permit the medieval atmosphere to be marred by a single jarring detail.

As I paused to admire the old church

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"Meet me at

THE PALACE

HOTEL SAN FRANCISCO
Archibald H. Price, Manager

one of the villagers apologized for the decorations that were swaying against the walls of his shop; he said he feared they spoiled the beauty of the place for me, "our village is better without, but we were expected to do it, you understand". (Yes, I understood; one must do what one is expected to do in England.)

I wandered along the little stream that rippled gaily beside the road; not far away from the heart of the village an old Roman bridge (it is still used, by the way) spanned the silver thread of its waters, there a sturdy little English boy was fishing.

I walked up the hill to a park that overlooked the village; the gray buildings clustered against the deep-green hills, shaggy with oaks, formed a perfect picture. Then I descended the path that led to the church. The stained glass windows portrayed biblical scenes and were also decorated with geometric flowers. Within there were frescoes of precise angels with neat wings. The tomb of a knight and many Norman French names on other tombs evoked the past.

Time drifted as I loitered in the musty church; at last the bright sun outside and the resounding call of a cuckoo reminded me of Devon and Cornwall, and the glories of the countryside.

I ran back to my inn to say good-bye to my beaming hostess and her husband and, incidentally, to pay my bill. Then I climbed into my Austin. There were many lovely spots and quaint villages along the road, but none lovelier, none quainter than Castle Combe where I had first heard the nightingale.

Not the violet-sprinkled lanes of Devon, nor her red cliffs; not the blazing rhododendrons of Cornwall, nor her exquisite



The parish church

fishing villages with the long blue waves lapping the silver sand could make me forget Castle Combe in the starlight, circled with tree-crowned hills, and the lonely bird singing to the night.

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Society of the Sigma Xi, through its alumni committee in 1921, inaugurated an alumni research fund to provide small grants-in-aid of research, particularly for young workers of proved ability. The fund is administered by a special committee—Dr. Willis R. Whitney, vice-president of General Electric Company in charge of research; Gary N. Calkins, professor of zoology at Columbia University, and Professor Harlow Shapley, director of the Harvard Observatory. The grants have varied in amount in recent years from \$90 to \$400. Edward Ellery is national secretary of Sigma Xi; address Union College, Schenectady, New York; W. F. Durand of Stanford University is on the executive committee.

Our America

F. MELVYN LAWSON, vice-principal in charge of instruction, and Verna Kopka Lawson, lecturer and formerly teacher of social studies, Sacramento Senior High School, are co-authors of a beautiful and modern new text of 870 pages (with drawings by Charles Child) published by D. C. Heath and Company.

This book, for high school students, was used and tested for five years in mimeographed form in several high schools large and small, and was used satisfactorily by many teachers in three different speed groups, in classes varying in size.

The Lawsons have contributed a substantial and worthy text to the galaxy of notable schoolbooks by California authors.

GRAND REGISTER

THUMBING THROUGH THE PAGES OF THE GRAND REGISTER
AT YOSEMITE

Ben C. Tarnutzer, Yosemite National Park

SELDOM consulted by historians but, none the less, chronicling the history of Yosemite National Park with amazing accuracy for a period of 17 years, a morocco-bound tome, mounted in silver, rests in a glass case in the Government Museum where thousands of visitors to the Valley pause to scrutinize its open pages with un-failing interest.

If "names make news" then this book which is 2 feet high, 1½ feet wide and 8 inches thick and contains 800 pages of names, dates, places and pertinent remarks, should be worth many columns, for in it are registrations of some 18,000 visitors who came to Yosemite between 1873 and 1890.

The list includes four Presidents of the United States, congressmen, justices, governors, generals, artists, naturalists, as well as lords, counts, dukes and foreign ambassadors.

This rare volume is the "Grand Register of the Cosmopolitan, J. C. Smith, Proprietor," as you can see by glancing at the ornate cover, and is on loan through the courtesy of its owner, W. C. Utter of San Francisco. The last entry was made by Theodore Roosevelt on May 14, 1890.

In 1873, the year the Grand Register was first opened for use by the public,

Yosemite Valley presented a far different appearance than it does today, with its beautiful hotel, lodge and camps, its paved highways, its golf course, swimming pools, tennis courts, dance and motion-picture pavilions, recreation centers, stores and studios, and its modern transportation facilities.

Then, the only ingress to the Valley was by trail—a tedious 50-mile trip by horse or pack-mule which resulted in many sight-seers arriving a bit disgruntled but did not deter travelers from coming in from every part of the world.

Today, as we motor to the Park over broad, high-gear highways, covering in a few hours distances that used to take days, it is hard to realize the hardships these pioneer visitors endured to reach the spot about which they had heard and read so much.

Visiting Yosemite on May 15, 1875, James A. Garfield wrote, "No one can thoughtfully study the Valley and its surroundings without being broader-minded thereafter." Garfield, then a United States Congressman, stopped at "Black's" and made a speech in the parlor of the hotel, applauding the beauties of the Valley and concluding with the statement, "Yosemite should belong to the Government and be supported by it."

After his name, W. T. Sherman, General, U. S. Army, Washington, D. C., wrote, "California pioneer of date July 14, 1846." He claimed to be the first man to

ascertain that gold had been discovered in California, having had an official assay made before he gave out the news to a waiting world.

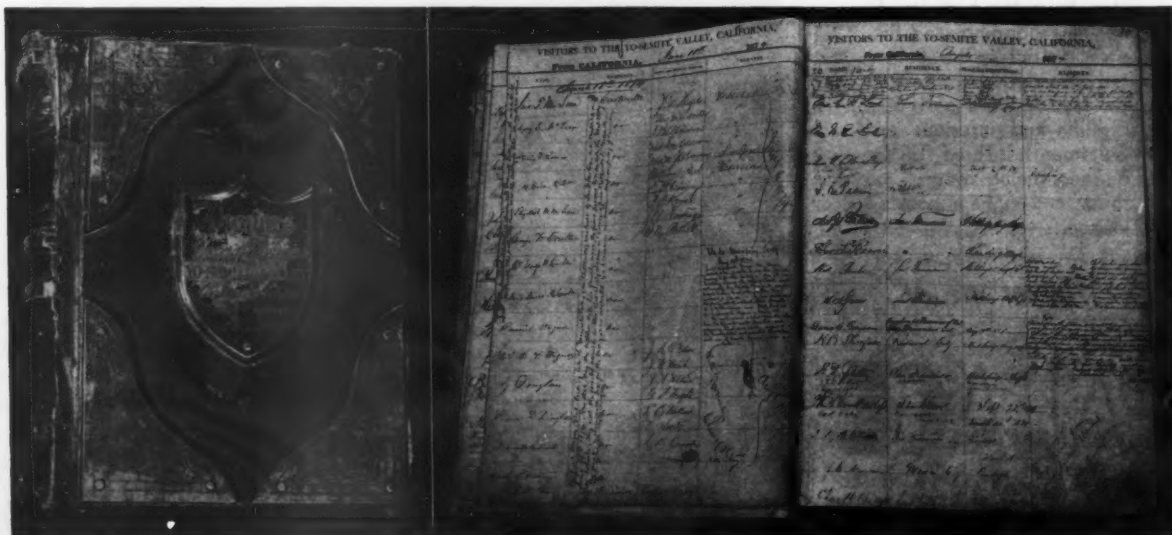
Clem Stuebaker, then president of Stuebaker Bros. Co., South Bend, Indiana, a visitor to Yosemite in 1873 and one of the first to register, wrote that he would build 200 wagons to convey people to the Valley as soon as the new roads were completed.

That same year saw a number of foreign notables arriving. The Register carries such distinguished names as: Lord Lewisham, the Duke of Manchester, Lord Skelmersdale (afterwards Earl of Lathom) and E. J. Kipling, all of England; Lord and Lady Sydney Trerurrie of Scotland; Baron Ch. de Sache of France; and Count D. Desfours of Austria. Of international note, also, was Thomas Hill, the artist, who wrote after his name, "Driving Last Spike."

He referred to his famous painting which depicts the last dramatic scene in the building of the Overland Railroad, uniting the East with the West by bonds of iron—a painting unique not only for its historical significance but also for its exact portraiture of the 70 prominent individuals standing in the foreground, including "The Big Four": Governor Leland Stanford, C. P. Huntington, Charles Crocker and Mark Hopkins. Although this memorable event had taken place four years earlier, Hill was still working on the painting when he visited Yosemite.

The year 1874 was epochal for Yosemite since it marked the opening of two roads into the Valley—Coulterville Road and Big Oak Flat Road, the latter still in use but at that time operated as a toll road by the Yosemite Turnpike and Road Company. On June 18, 1874, Dr. J. T. McLean, the builder, rode into Yosemite on the first

The Grand Register. Left, front cover, showing silver mountings. Right, the open book, showing arrangement of signature and remarks



wheeled vehicle to enter the Valley. The occasion was "celebrated by a fireworks display, an oration, bonfires, firing of cannon and general rejoicing," according to the entry on the Register.

That year travel increased noticeably and we find on the guest list such personages as: Count Alexis de Perevinoff of Moscow, whose remarks were translated into English by his secretary; Lord Claudius Hamilton, M. P., England; Alex Harvey, His Majesty's Consular Service, China; Marquis E. de Briges and Vicomter de Gouy d'Arsy of Paris; and Governor Newton Booth, Governor of California.

In 1875, telegraph lines were erected from Sonora to Yosemite and from Yosemite to Bodie, now a ghost town but then a thriving city of 10,000; Wawona Road was built to the floor of Yosemite Valley; Half Dome, heretofore considered unclimbable, was scaled for the first time by George G. Anderson; a public school was provided residents; and Wawona Hotel was purchased by the Washburn Brothers.

From 1875 to 1880 there was considerable building in the Park. Coulter and Murphy built the Sentinel Hotel; the Mountain House was erected at Glacier Point where it still stands, 3300 feet above the Valley Floor; and Yosemite Chapel was built near the present Old Village with pennies collected by Sunday School children throughout the country. In 1878 the first public camp-grounds were established in Yosemite.

For these years the Register has many illustrious names. U. S. Grant stopped in Yosemite on October 2, 1879, on his triumphal tour around the world and was "received with a cavalcade of horses and a brass band from the gold-mining town of Mariposa. The band played 'Hail to the Chief.'" It is recorded also that "dynamite explosions rocked the Valley, reverberating from wall to wall" on this auspicious occasion.

DURING the next decade, while Yosemite was achieving the status of a National Park, there were two arrivals which stirred up more than usual interest; that of President Rutherford B. Hayes, with an entourage of twelve, and that of the beautiful Lillie Langtry of London, a year later.

This latter incident is described by W. C. Utter in the following words: "The 'Jersey Lily' created quite a flutter in the hearts of the Yosemiteites when she arrived. All the old bachelors, as well as some of the benedicts, gathered around the stage as she alighted at Black's Hotel to get a peek at this noted beauty, but they were sadly disappointed. She was heavily veiled with a thick, white veil which effectually prevented anyone's looking into her ravishing eyes. This pleasure was probably reserved exclu-



The Cosmopolitan, famous Yosemite rendezvous and home of the Grand Register

sively for your correspondent, who pointed out the page and line on the Register where she placed her signature on June 30, 1884."

Other names inscribed during this period were: James D. Phelan; M. Theo. Kearney; Count Jos. and Auz. Zirby of Austria-Hungary; Luther Burbank; and John Muir.

John Muir, of course, had visited Yosemite long before; in fact, he had worked for

some time in Hutchings' sawmill on Yosemite Creek. His first trip was made in 1868, sixteen years before his name appears on the Grand Register. To this great naturalist the world owes much. It was he who focused national attention upon Yosemite by his writings and he who fought so valiantly to preserve the natural beauties of this region for posterity.

School Films

Association of School Film Libraries

CALIFORNIA educational institutions and non-commercial distributors of educational film are invited to become members of the Association of School Film Libraries.

This organization is a non-profit corporation, created to fill the need of American schools and colleges for a central source to which they may turn for help and advice in securing the films they need.

The objectives of the Association are:

"To promote the common educational interests of its members and subscribers.

"To advance the theory and practice of teaching with motion picture and other mechanical teaching aids by providing a catalogue and other sources of information concerning educational motion pictures and other mechanical teaching aids available to its members and its subscribers.

"To promote cooperative activities and the exchange of information among its members and subscribers.

"To facilitate and assist in the selection, rental, lease, sale and purchase of education motion pictures and other mechanical teaching aids by its members and subscribers.

"To establish a liaison service between its members and subscribers and the sources of production of educational motion pictures and other mechanical teaching aids and equipment."

Fanning Hearon, executive director, is a former newspaperman and film producer who resigned his position as director, Division of Motion Pictures, United States Department of the Interior, to work with the new association.

Officers and members of the board of directors are: J. C. Wardlaw, director, division of general extension, University System of Georgia, president; Boyd B. Rakestraw, assistant director, University of California Extension Division, vice-president; Charles F. Hoban, Jr., director, motion picture project, American Council on Education, Washington, D. C.; Harold C. Bauer, superintendent, New Ulm, Minnesota, Public Schools; Paul C. Reed, supervisor, visual and radio education, Rochester, New York, Public Schools; Thomas Fansler, director, research department, division of general education, New York University; John A. Hollinger, director, department of science, nature-study, school gardens and visualization, Pittsburgh, Pa., Public Schools.

For information concerning participation by membership or subscription in this organization write to Boyd B. Rakestraw, University of California Extension Division, 301 California Hall, Berkeley, California, or Fanning Hearon, executive director, Association of School Film Libraries, Inc., Time and Life Building, 9 Rockefeller Plaza, New York City.

PACIFIC CLIPPERS

TRANSPACIFIC AIR BASE IN HALL OF AIR TRANSPORTATION AT
GOLDEN GATE INTERNATIONAL EXPOSITION

ACROSS a map on a glass partition, in a hangar on Treasure Island, a tiny model clipper-ship moves from Hong Kong toward San Francisco. As the gap closes, the drone of 6,000 horsepower is heard overhead . . .

Forgetting the map, the spectator rushes outside. The China Clipper, largest flying-boat in the world, is settling into the water in plain sight of Treasure Island. It taxis to the loading-dock in Treasure Cove; its passengers disembark, some of them in their picturesque oriental garb, and are garlanded with leis. . . .

Mail and express are unloaded under the spectator's eye. The China Clipper is maneuvered until it rests on a cradle; electric motors whine, and the great airplane moves up the beaching ramp and along the marine railway into the Hall of Air Transportation. So the spectator rushes inside again. . . .

Through the glass partition he watches workmen swarming over the clipper, checking every part. At routine intervals the four engines are removed and wheeled close to the partition, so that the spectator, from his elevated gallery, peers over the shoulders of mechanics overhauling them. Propellers are etched, instruments are checked, and every other operation of terminal maintenance and

servicing is in plain sight. It's a "complete air-line under glass."

Meanwhile other clipper ships are in the air, on the 9,000-mile Hong Kong hop, and the spectator watches two-way radio communication from ship to shore. When another departure is due, he watches the clipper wheeled out of the hangar; launched in Treasure Cove; serviced with fuel, and finally loaded with passengers and cargo. It takes off from San Francisco Bay, and wheels over Treasure Island before it wings through the Golden Gate, racing the sunset. . . .

This is the spectacle, unique in the annals of World's Fairs and of aviation, that awaits visitors to the Golden Gate International Exposition in 1939. Pan American Airways System has just disclosed arrangements to establish its base on the Western World's Fair site early in November, and will operate all its transpacific schedules from Treasure Island throughout the Exposition—and permanently thereafter.

Three-fourths of one of the two hangar-exhibit buildings on Treasure Island—more than 65,000 square feet in the Hall of Air Transportation—is reserved for Pan American. In this space, large enough to hold two of the great new Boeing 314 Clippers, the air-line will carry on every terminal operation incidental to at least two arrivals and two departures each week. Four of the six

new Boeings have been assigned to the transpacific run.

Joseph DeBrum, commercial teacher at Sequoia Union High School, Redwood City, is new president of National Education Association Department of Business Education. Lola Maclean, retiring president, has sent to business education leaders throughout the nation a praiseworthy 2-page mimeographed bulletin in behalf of this vigorous and thriving department of National Education Association.

* * *

N. E. A. Membership

NATIONAL Education Association has prepared a membership manual for each of the states. During the past 6 years California has maintained a fairly steady enrollment in the all inclusive national organization. The National Education Association official year closes on May 31 of each year. On May 31, 1934, the California membership in N.E.A. was 16,540; May 31, 1935, 16,058; May 31, 1936, 16,082; May 31, 1937, 16,218; May 31, 1938, 17,099.

This fine enrollment for 1938 is a tribute to the splendid work of Helen Holt of Alameda, director for California.

The next meeting of National Education Association will be held in San Francisco July 2-6, 1939. It has been the practice of the teachers of the states in which the convention is held to enroll in large numbers for the convention year. It is to be hoped that a large percentage of the teachers of California will join in 1939 to show their appreciation to N.E.A. for coming to this state.

Enrollments in N.E.A. should be sent to Helen Holt, 1543B Santa Clara Avenue, Alameda; to the California Teachers Association, 155 Sansome Street, San Francisco; or to any one of the secretaries of the six sections of California Teachers Association.

The five states having largest enrollments in N.E.A. are New York, Pennsylvania, Ohio, California and Illinois. Nevada leads all of the states in percentage of teachers enrolled. Of the 916 teachers in Nevada, 723 or 78% are members of the National Education Association. California, with its 45,000 teachers, has a percentage of enrollment in the N.E.A. of approximately 38%.

* * *

Progressive Education Association's committee on the function of science in general education, in a large octavo volume of 591 pages, published by D. Appleton-Century Company, reports on science in general education. This significant and illuminating monograph is of great interest, not only to science teachers, but to all who have to do with school curricula.

China Clipper's New Base



In the Hall of Air Transportation, on Treasure Island in San Francisco Bay, Pan American Airways will put its entire Transpacific air base "under glass" for millions of visitors to the Golden Gate International Exposition in 1939. The Clipper Ships, hauled out of the water on cradles, will be overhauled behind glass walls, with every operation visible.

Sierra

EDUCATIONAL NEWS

JOHN A. SEXSON *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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VOLUME 34 ♦ SEPTEMBER 1938 ♦ NUMBER 7

N. E. A. SUMMER MEETING

Roy W. Cloud

PRESIDENT Carolyn Woodruff of the National Educational Association presented to the members of the great national teaching group a program of worth at the convention held in New York City June 26 to 30. Approximately 14,000 members and almost as many visitors were in attendance. Every state in the union sent a regular quota. Alaska and Hawaii were both represented. The delegate Assembly, which usually numbers about 1,200, had 1,680 regular delegates.

The business sessions, in which only the delegates could participate, extended beyond the regular hours because of the great number of proposals which were presented. The closing session showed a most harmonious feeling. The discussions had cleared the atmosphere and the contending groups felt that real advance had been made in the progress of education.

The program prepared by Miss Woodruff and national executive secretary Willard E. Givens was outstanding. Men and women of national reputation in the field of education, business, and other professions participated.

The election of a president brought about considerable friendly rivalry. Dr. Reuben T. Shaw of the Northeast High School, Philadelphia, was elected president. Dr. Shaw is aggressive and

progressive and will give the national organization an administration that should be of great value to education.

Albert M. Shaw of Los Angeles was elected member of the executive committee and John Allan Smith, former editor Los Angeles School Journal, was reelected a member of the editing committee.

Mrs. Laurel Knezevich, Los Angeles elementary teacher, was elected as one of the vice-presidents. Helen Holt of Alameda, N. E. A. director for California continues as director for the balance of her two year term. Miss Holt had the satisfaction of seeing the membership in California materially increase during her first year as director.

California Special Party

California was a real factor in the attendance and on the program of the convention. A special party headed by Miss Holt traveled to the convention by way of the northwest. Stops were made at Red Lodge and Cooke City in Montana, at Chicago, and at Niagara.

At the California Breakfast 159 Californians participated. A most enjoyable program was held under the leadership of Miss Holt.

Among those from this state who contributed to the edification and enjoyment of the convention were Dr. John A. Sexson,

president of California Teachers Association, who addressed four different meetings during the week; Arthur F. Corey of Orange County; Joseph deBrum, Sequoia Union High School, Redwood City; George Hjelte, Los Angeles; Dr. Robert H. Lane, Los Angeles; Gertrude Mallory, Los Angeles; Albert M. Shaw, Los Angeles; Mrs. Elizabeth A. Walsh, San Jose State College; Dr. Edwin A. Lee, former superintendent of schools, San Francisco, and now professor of vocational education, Columbia.

President Roosevelt's Address

The outstanding feature of the convention was the presence of the President of the United States, Honorable Franklin Delano Roosevelt. President Roosevelt gave a short but an exceedingly well-prepared discussion of the meaning of education and its need in promoting a better citizenship in our country. He was introduced by his wife, who in a most charming manner presided over the meeting at which the President appeared.

Honorable Herbert H. Lehman, governor of the State of New York, welcomed the members of the convention. Governor Lehman's presentation demonstrated the fact that he has a most thorough understanding of the worthwhileness of public education and the problems of both teachers and pupils. He is an interesting gentleman. His remarks were especially well received by the big delegation.

Honorable Fiorello LaGuardia, Mayor of New York City, was present at two meetings and made an especially favorable impression upon the assembled group of teachers. Not only did the mayor welcome the group to his city, but he also provided special programs demonstrating the work of police and fire departments of New York.

As a general session speaker, Mrs. Pearl Buck, author of *The Good Earth*, held her

large audience with an interesting account of the writing of a best seller.

Matters presented to the delegates and to the teachers who attended had to do largely with the work of the classroom. Special meetings were devoted to the problem of federal aid for education. From the reports rendered it is probable that the government of the United States, within a very few years, will supplement the amounts expended in the various states, in order that equal opportunity may be given to all of the children of America.

San Francisco, 1939

The Delegate Assembly closed on Thursday evening. On Friday morning, July 1, the board of directors and other officials of the Association were in session. At the meeting of the board of directors, Superintendent Joseph P. Nourse and Chief Deputy Superintendent John F. Brady of the San Francisco city schools and Walter Swanson, secretary of San Francisco Convention and Tourist Bureau, extended an invitation to the National Education Association to meet in San Francisco, July, 1939. Four other cities presented similar invitations but after a ballot, San Francisco was recommended by the directors for the 1939 meeting.

The convention in New York City will long be remembered as one of the most largely attended and one in which more people of national importance participated than ever before had been on a similar program.

Dr. Carolyn Woodruff, in relinquishing her position as president, can do so with the knowledge that her year was outstanding in good feeling and that the program which she presented was one of the finest ever enjoyed in the big national meeting of United States educators.

Federal Aid for Education

UNDoubtedly the most basic matter and one of the most far-reaching importance to receive consideration in the 1938 N. E. A. Convention in New York City was that of Federal aid to education. Senator Elbert D. Thomas of Utah, chairman of the Committee on Education and Labor, speaking at the first general evening session, reviewed the proposed legislation in regard to Federal aid.

President Roosevelt in his brief address before the last session of the convention made himself very clear on a number of points relative to the question of Federal aid. The President indicated that he favored Federal school aid only to sections of the country unable to help themselves. He said, "Our aid for many reasons, financial and otherwise, must be confined to lifting the

Join the N. E. A.

THE 1938 Representative Assembly of the National Education Association meeting in New York City, rejected the resolution accepted and recommended by the Board of Directors, which gave the states attaining 20,000 or more N.E.A. members the right to elect a second director.

This resolution will be presented again for consideration in 1939. If it is given favorable consideration then, let us be in the vanguard ready to receive any special privileges which may be granted.

The 1938 N.E.A. membership in California was 17,099. I am enlisting the co-operation of every delegate attending the New York convention in asking them to discuss with their fellow workers, the past activities and the future program of the great national organization.

The need for a united national organization in the teaching profession is apparent.

Let us unite at once on an intensive membership drive in California and have 1938-1939 the banner year with 20,000 or more N.E.A. members. — *Helen Holli, N.E.A. State Director for California, 1543B Santa Clara Avenue, Alameda.*

level at the bottom rather than giving assistance at the top. Today we cannot do both and we must therefore confine ourselves to the greater need." Thus it is clear that the President is in accord with the Reeves Report in insisting that educational need be the basis for distribution rather than school population as has been proposed heretofore.

Declaring himself in favor of local autonomy in all educational matters, the President said: "It has been and will be the traditional policy of the United States to leave the actual management of the schools and their curricula to state and local control."

However, the real issue seems no longer to be whether or not there should be Federal aid for education, but rather the real issue appears to be whether or not this aid should be administered through public schools only. The Reeves recommendations would definitely permit private and sectarian schools to receive Federal monies. The N. E. A. Educational Policies Commission in its report on "The Structure and Administration of Education in American Democracy" places itself in very definite opposition to any plan for Federal aid which permits public money to be given to private and parochial schools. The report states "any church group has the right to organize schools in which its particular doctrine is taught. . . . On the other hand, this same freedom denies to any religious body sup-

port derived from taxation of all the people." The N. E. A. has not yet taken so definite a position on this question.

It seems likely that the opposition to permitting private and sectarian schools to receive Federal aid will block the way for all Federal aid to education. Many are declaring that to give public tax money to parochial schools would be a violation of the principle of separation of church and state and point out that Federal aid at such a price is not to be desired. They remind us that the observance of this principle of the separation of church and state has been responsible for our present public school system and invite those who doubt it to be a fact, to compare our public school system with that of any other of the countries where this principle has not operated.

Every person engaged in public school work should acquaint himself with the provisions of the Harrison-Thomas-Fletcher Bill and be informed on the whole question of Federal aid.—*Leonard L. Bowman, Vice-principal, Santa Barbara High School; president, C. T. A. Southern Section.*

Teachers Should Be Paid

IN my opinion one of the most significant meetings held during the N. E. A. convention in New York City was the conference of association presidents sponsored by the Department of Classroom Teachers.

Many problems were considered but the all-too frequent situation of teaching without pay was thoroughly discussed. The writer was surprised, though greatly satisfied, to discover such unanimous condemnation of this practice. This represents a decided change in educational policy. We trust that it will be supported by public opinion.

Only last February at the convention of American Association of School Administrators Dr. Alexander Stoddard, superintendent of schools of Denver, and incidentally chairman of the Educational Policies Commission, made a vigorous appeal that teachers should stay on the job even without pay to demonstrate to the community the real value of public education. Teachers should thus be classified with doctors and nurses in meeting emergencies.

It is true that the Chicago teachers were a splendid example of such a sacrifice a few years ago. But will the continuance of this practice help to convince the public that education is one of the primary functions of government? Will it encourage the raising of teacher salaries that are so distressingly low in many areas? Will it tend to improve teacher morale? And, what is more, will it tend to encourage local politicians, responsible for the financing of public schools, to allow for adequate teacher sal-

aries, and to economize in other phases of public expenditures? The writer answers the above questions in the negative.

Interestingly enough the N. E. A. Committee on Resolutions reported to the representative assembly that "Teachers should not be called upon to teach without pay in any so-called emergency where the public has the ability to provide additional funds for school support and fails to do so. The National Education Association believes that such practice retards the solution of the basic problem of adequate support for public schools."

Several distressing instances of teaching without pay were reported. Space allows for but one example. The teachers of Birmingham, Alabama, were asked to teach the remaining three weeks of the past year without pay as the budget was exhausted. A secret vote was taken among the teachers and they refused to do so. Thus the school term closed three weeks early, which broke a precedent of 72 years.

Such action takes courage, but the public should be willing to support education adequately. Continued sacrifices, where public monies are at all available, and an overdose of altruism on the part of school teachers, will not solve the problem in the opinion of the writer.—William J. Lyons, President, San Diego Teachers Association.

List of Delegates

Avey, Helen, teacher, Los Angeles, C.T.A.; Ball, Mary A., assistant secretary, California Teachers Association, San Francisco; Batdorf, Lucille, teacher, Oakland Teachers Association; Beebe, Jessie V., teacher, Burbank City Teachers Association; Beswetherick, Dorothy C., teacher, San Bernardino, C.T.A.; Bewley, Fred W., Mr. and Mrs., teachers, Orange, Elementary Education Association of Orange County; Beyer, Louise W., teacher, Berkeley, Bay Section, Classroom Department, C.T.A.; Blythe, Lota E., teacher, Orange, C.T.A.; Bowman, Leonard L., vice-principal, Santa Barbara, C.T.A.; Boylan, Dorothy A., teacher, Modesto, Stanislaus County Teachers Association; Brady, John F., chief deputy superintendent, San Francisco, San Francisco Classroom Teachers Association; Briant, Ethel M., teacher, Los Angeles Elementary Teachers Club; Britton, Norma L., teacher, Oakland Teachers Association; Brunner, Elsie F., teacher, Oakland; Bay Section, Classroom Department, C.T.A.; Calder, Jessie, principal, Oakland Teachers Association; Calkins, Helen, teacher, Santa Cruz High School, C.T.A.; Campbell, H. Ward, principal, Oakland Teachers Association; Chasteen, Evelyn, ex officio, Oakland; Cherry, Donald L., teacher, Sequoia Union High School, Redwood City, Bay Section, Classroom Department, C.T.A.; Clayton, Mrs. Rose C., principal, Alhambra City Teachers Club; Cline, Glen E., teacher, Pasadena Junior College, Pasadena Teachers Association; Cloud, Roy W., secretary, California Teachers Association, San Francisco; Collis, Alma A., principal, Oakland Teachers Association; Colton, Albert S., principal, Oakland, C.T.A.; Cooney, Agnes C., teacher, Los Angeles Elementary Teachers Club; Corey, Arthur F., assistant superintendent, Orange County, Santa Ana, C.T.A.; Cotton, J. S., principal, Fort Bragg, C.T.A.; Couch, Edward B., teacher, Glendale, Los Angeles, High School Teachers Association; Couch, Mrs. Florence L. P., teacher, Glendale, C.T.A.; Craig,

Average Daily Attendance, 1937-1938

CONTINUED increases in average daily attendance of pupils in all levels of California's public schools are reported by Walter E. Morgan of the State Department of Education, in a recent issue of California Schools.

The following table is self-explanatory:

Districts	Average daily attendance		Increase	
	1936-37	1937-38	Amount	Per cent
Elementary schools*	683,322	687,859	4,537	.7
High school grades	309,886	†331,897	22,011	7.1
District junior colleges	17,894	19,584	1,690	9.4
Totals	1,011,102	1,039,340	28,238	2.8

* Excluding kindergartens; including elementary grades in junior high schools.

† Includes 3,227 units of average daily attendance in lower division (grades 11 and 12) in four-year junior colleges at Compton and Pasadena.

Ethel B., teacher, Los Angeles, High School Teachers Association; Crawford, Esther, teacher, San Francisco Classroom Teachers Association; Dailey, Helen, teacher, Oakland Teachers Association; Davisson, Mrs. May E., teacher, Vallejo, C.T.A.; Dennis, Robert G., County superintendent, Yreka, C.T.A.; Denton, Vera E., librarian, Oakland Teachers Association; Dickison, Clarence Anson, principal, Compton, Los Angeles High School Principals Association; Dysart, Dora I., teacher, Los Angeles Elementary Teachers Club; Elmott, Charlotte D., director of child guidance, Santa Barbara City Teachers Club; Evans, Marian, director of visual education, San Diego Principals and Supervisors Club; Facto, Leo R., teacher, Pasadena Teachers Association; Fisher, Catherine E., teacher, Santa Monica Classroom Teachers Association; Floreen, Herbert G., teacher, Modesto Junior College, C.T.A.; Flynn, Mrs. Mary C., principal, Los Angeles Elementary Principals Club; Frederiksen, Elda S., teacher, Huntington Park, Los Angeles Elementary Teachers Club; Frederiksen, Frederik, teacher, Huntington Park, High School Teachers Association; French, Nancy, teacher, San Diego Teachers Association; Frick, Mary E., teacher, Los Angeles, High School Teachers Association; Gamble, Mrs. Leo May, principal, Los Angeles Elementary Principals Club; Gardner, James N., teacher, Sacramento, C.T.A.; Gildersleeve, Mrs. Mary Louise, teacher, Oakland, Bay Section, Classroom Department, C.T.A.; Goesch, Al, teacher, Oakland High School, Alameda County Educational Association; Goff, Francis W., teacher, Sacramento City Teachers Association; Gray, Marion G., teacher, City Teachers Club of Long Beach; Gregg, Callie A., teacher, Los Angeles Kindergarten Club; Hadley, Olin C., district superintendent, Gilroy, C.T.A.; Hammond, Mrs. Gertrude Best, principal, Los Angeles Elementary Principals Club; Hansen, Mrs. Fay J., teacher, Oakland Teachers Association; Hansen, Jennie C., teacher, Oakland Teachers Association; Harris, Marjorie, teacher, Oakland Teachers Association; Harrison, J. Hilda, teacher, Long Beach, Los Angeles Elementary Teachers Club; Harrison, June, teacher, Long Beach, Southern Section, Department of Classroom Teachers, C.T.A.; Hendricks, Robert, teacher, Fresno City Council of Education; Hewitt, Sherman, teacher, Fresno City Council of Education; Hoffman, Mrs. Howardine, supervising principal, Chino, Southern Section, California Elementary School Principals Association; Hoffman, Mark J., principal, Chino, California Elementary School Principals Association; Holen, C. E., teacher, Roseville High School, Bay Section, Classroom Department, C. T. A.; Holt, Helen F., N.E.A. State Director, teacher, Alameda, Bay Section, Classroom Department, C.T.A.; Hoyt, Helen E., teacher, Los Angeles Elementary Teachers Club; Howard, Mrs. Gertrude, principal, Crozier School, Inglewood, California Elementary School Principals

Association; Hughes, Harold, teacher, Fresno City Council of Education; Hulen, Mrs. Annette, teacher, Placerville, Bay Section, Classroom Dept., C.T.A.; Hussey, Gertrude, teacher, Berkeley Teachers Association; Irish, Clarence W.,

(Please turn to Page 45)

* * *

Walter Colton

PORTRAIT of Reverend Walter Colton, U. S. N., adorns the cover of this issue. Chaplain on the United States frigate Congress, Colton was appointed alcalde of Monterey by Commodore Stockton. There Colton built the first school-house in California. It was also used as court-house, public assembly hall and place of religious worship. California's first Constitutional Convention met in it, September 1-October 13, 1849.

Colton wrote an extremely interesting book, *Three Years in California*, 465 pages, with illustrations, published in 1850 by S. A. Rollo and Co., New York City. On page 356 Reverend Colton states:

"Thursday, March 8, 1849. The town-hall, on which I have been at work for more than a year, is at last finished. It is built of a white stone, quarried from a neighboring hill, and which easily takes the shape you desire. The lower apartments are for schools; the hall over them—70 feet by 30—is for public assemblies. The front is ornamented with a portico, which you enter from the hall. It is not an edifice that would attract any attention among public buildings in the United States; but in California it is without a rival.

"It has been erected out of the slender proceeds of town lots, the labor of the convicts, taxes on liquor shops, and fines on gamblers. The scheme was regarded with incredulity by many; but the building is finished, and the citizens have assembled in it, and christened it after my name, which will now go down to posterity with the odor of gamblers, convicts, and tipplers. I leave it as an humble evidence of what may be accomplished by rigidly adhering to one purpose, and shrinking from no personal efforts necessary to its achievement."

MIGRATORY CHILDREN

EDUCATIONAL ACHIEVEMENT STATUS OF THE MIGRATORY CHILDREN IN KERN COUNTY

*D. Theodore Dawe, Supervisor of Guidance and Research in Kern County
Elementary Schools, Bakersfield*

DUE largely to the type of agricultural crops raised in Kern County, itinerant laborers and unsettled families from the Middle West and South have been pouring in by the hundreds.

At the suggestion of Herbert L. Healy, Kern County Superintendent of Schools, a study was made to determine, in so far as was possible, the achievement status of the migratory children when compared with the regular children. We sought answers to such questions as the following:

1. How does the median age of the migratory children in each grade compare with that of the regular children?
2. How do the two groups compare in native ability as measured by intelligence tests?
3. To what extent, if any, are the migratory children retarded in reading for age and grade?
4. To what extent is there a foreign language handicap in the migratory group?

For this study a migratory child was defined as one whose parents were not definitely located, or one whose parents were known to be itinerant laborers. Some more or less arbitrary definition was necessary, as there are no migratory schools from a legal standpoint in Kern County.

The transients go to the same schools as the regular children; in some cases they are put in separate rooms and in some cases they are put right in the regular class rooms.

It was impractical from the standpoint of time and expense to include all children of the county in the study. Four schools having the migratory problem in different sections of the county were chosen. In these schools at the time the study was started were 1,406 children, 671 of whom were classified according to the above definition as migratory, leaving 735 regular students.

This is a sampling of approximately one-seventh of all the children in the county, and a much better sampling of the enrollment in those schools having the migratory problem. It is felt that the conditions revealed by this study are quite indicative of the entire situation.

The following standardized tests which were given throughout the county furnished

the information used as the basis of comparison:

1. Metropolitan Readiness Test—Grade 1.
2. Progressive Reading Test (Primary)—Grades 2-4.
3. Iowa Reading Test—Grades 5-8.
4. Kuhlman-Anderson Intelligence Test—Grades 3, 5 and 6.
5. Otis Classification Test—Grade 8.

All of these tests were given approximately one month after the opening of school in the Fall of 1936, except the Otis Classification which was given in April,

1937. The only part of the Otis used in this study was the I.Q.'s for Grade 8.

The results can best be presented in table form.

Table I shows, as might be expected, that the migratory children as a group are considerably older than the regular group, the difference in general increasing as they go up through the grades. School achievement as judged by reading comprehension, is lower in the migratory group, the difference here also becoming greater, in general, as they advance through the grades.

The difference in reading achievement does not seem so great when looking only at Table IV, but when considered in connection with Table I, the condition is much more severe. For example, in the eighth grade the migratory group is 1 year 3 months behind the regular group in reading

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Table I. Grade Distribution of Cases and Age Comparisons

Grade	No. of Cases		Median Age		Age Difference
	Regular	Migratory	Regular	Migratory	
1	110	116	6 yr. 7 mo.	6 yr. 11 mo.	4 mo.
2	114	100	7 yr. 9 mo.	8 yr. 3 mo.	6 mo.
3	86	88	8 yr. 8 mo.	9 yr. 6 mo.	10 mo.
4	87	87	9 yr. 9 mo.	10 yr. 9 mo.	12 mo.
5	89	91	10 yr. 8 mo.	12 yr. 5 mo.	21 mo.
6	79	77	11 yr. 8 mo.	12 yr. 11 mo.	15 mo.
7	90	55	13 yr. 1 mo.	14 yr. 0 mo.	11 mo.
8	80	57	13 yr. 8 mo.	15 yr. 0 mo.	16 mo.

Table II. Comparison of I. Q.'s

	Median I. Q.		Difference
	Regular	Migratory	
Grade 3	97	89	8
Grade 5	95	82	13
Grade 6	97	87	10
Grade 8	106	90	16

Table III. Reading Readiness

	Metropolitan Readiness		Difference
	Regular	Migratory	
Grade 1: Score	70	70	0
PR	45	44	1

Table IV. Reading Achievement

Test	Median Grade Placement		Difference
	Regular	Migratory	
Grade 2..... Progressive	2.1	2.0	.1
Grade 3..... Progressive	2.9	2.7	.2
Grade 4..... Progressive	3.3	3.9	.1
Grade 5..... Iowa	4.6	4.0	.6
Grade 6..... Iowa	6.0	5.2	.8
Grade 7..... Iowa	6.5	5.9	.6
Grade 8..... Iowa	8.5	7.2	1.3

Table V. Nationality Distribution

Nationality	No. of Cases		Per Cent of	
	Regular	Migratory	Regular	Migratory
White	595	578	81	86.2
Mexican	108	64	14.7	9.5
Negro	11	20	1.5	3
Others	21	9	2.8	1.3
Totals	735	671	100	100

THE PERFECT PUPIL

*Ted Ginsburg, Instructor in English and Social Studies,
Polytechnic High School, Riverside*

SIR Galahad, seeking the Holy Grail; Christian, plodding toward the Celestial City; the Israelites looking for the Promised Land; Diogenes peering about for an honest man; Piers the Plowman looking for Truth . . . none of these has had such an elusive, desirable, as near-hopeless a quest as the teacher who has been searching for or trying to produce the Perfect Pupil.

You may be right; probably there isn't any such creature unless it be in the wistful, wishful dreams of the harassed teacher tossing at night on a thorny bed of unpleasant recollections of the day.

And yet the search goes on. Teachers sigh as they assign themes on such topics as The Ideal Student, What A Good Student Should be Like, Qualities of an "A" Student, etc. They sigh because they know full well that the papers, like their countless ancestors, will come from pupil to teacher and go back again without affecting the attitudes of either—just another example, so to speak, of the "in-one-ear-and-out-the-other" system of mis-education.

At the beginning of the school year the writer found himself unexpectedly emulating Sir Galahad, Christian & Company; he had before him two newly-organized, double-period, core-curriculum courses in Social Studies II (English plus Social Living). It was his duty to improve each neophyte's attitudes, appreciations, sense of values, dispositions, habits, etc.—in short, to make each fledgling into a Perfect Pupil.

No, this is not to be an article on How to Influence Students and Make Perfect Pupils. That can't be done.

But it can be tried. Like this . . .

Each prospective cherub was asked to complete with as many verb phrases as possible the line: "The Perfect Pupil Is One Who ———." The teacher, a glutton for punishment, readily followed the dictates of progressive educators to "Do whatever you ask your pupils to do."

When the individual lists came in, they were given to a pupil, not yet perfect, who compiled a master summary. This summary showed that the imperfect pupils considered

that "The Perfect Pupil Is One Who——" has some 70 different positive and negative qualities. As the teacher's list contained 40 entirely different ones, it was necessary to combine both groups. For the result, see the list; the first 60 are by the pupils (in order of popularity), the last 40 by the teacher.

For the pure fun of it, on one day a student spokesman took the class list and the teacher his own; then one read a quality, the other countered, the pupil replied, the teacher answered, etc. Halos spun through the air, encircling the brow of the invisible perfect Peter or Pollyanna. It was a fair contest, ending in a perfect tie!

Then the teacher distributed to each pupil a hectographed copy of the combined lists. As there were 100 characteristics in all, each pupil easily evaluated his degree of perfection on the criteria of himself, his fellow-students, and his teacher: he simply crossed out all the qualities which he honestly felt he possessed. The number crossed out indicated his degree of perfection; the number left his degree of imperfection. No one, by the way, approached the sacrosanct 100 per cent!

The succeeding step was for each pupil to copy from the list all the qualities yet to be attained under the heading: "I Can Become A Perfect Pupil If I———" The original hectographed copy was retained by the student; the other list was turned in to the teacher, to be filed with each pupil's interest-activity inventory, reading examination scores, diagnostic tests, etc.

When the first day of school in 1938 ar-

Genius

Ruth Vivian Kidwell, Berkeley

A CHILD creates an atmosphere
Of joyful zest. His aim sincere
And true, he quickly makes his quest
For beauty all around him lest
Its charms too quickly disappear.

His vision still undimmed and clear
Without those fogs which interfere
With adult sight, quite truly blessed
A child creates.

If eager artists can adhere
To this great truth without veneer
Of smug hypocrisy, their test
Is passed. No matter how expressed
Such genius lies within that sphere
A child creates!

rived, each pupil, upon returning to class, not only told about his vacation activities and his Christmas presents, but also examined his list and expressed a few outstanding resolutions.

When time and tide allow individual conferences for guidance, the teacher will have available the student's own estimate of himself as a basis for getting together. Made by himself, it is hoped that the pupil may regard his personality quotient as more meaningful than the results of a formal, standard, coldly calculating "personality test." Perhaps, at the end of the year, the students will survey their lists to see if they can cross out any additional items; to see if they can, in short, show themselves that they have improved in some social, academic or personal way during the year.

There are possibilities, are there not, that Sir Galahad may yet glimpse the Holy Grail . . . ?

The Perfect Pupil Is One Who . . .

1. Is always on time
2. Pays attention
3. Is neat.
4. Does his work on time
5. Respects his teachers
6. Doesn't cause a disturbance
7. Enters into the school spirit
8. Is clean
9. Cooperates with his teachers
10. Is considerate of others
11. Has a good personality and character
12. Is willing to do a little extra work
13. Cooperates with students
14. Reads well and fast
15. Is obedient
16. Is honest
17. Doesn't waste time
18. Is a good sport
19. Has a high goal
20. Does his best
21. Takes care of school property
22. Makes a good leader
23. Is smart
24. Comes prepared to work
25. Can concentrate
26. Does not alibi
27. Never asks foolish questions
28. Can express his thoughts
29. Doesn't growl about the things to do
30. Is original
31. Has supplies ready
32. Sets good example
33. Gives good reports
34. Volunteers for recitation
35. Attends all interscholastic games
36. Does not argue
37. Listens to world affairs
38. Uses good English
39. Can hold his temper
40. Is popular with classmates
41. Doesn't chew gum
42. Makes the most of opportunities
43. Has good posture
44. Isn't a "Mollycoddle"
45. Uses good judgment
46. Is a good writer
47. Has a sense of humor
48. Is kind
49. Has good choice of friends
50. Becomes acquainted with opposite sex
51. Doesn't watch the clock
52. Doesn't copy

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PRINCIPAL and NEW TEACHER

Charles E. W. McAboy, Teacher, Grades 4 and 5, Cleveland School, Oakland

NEW teachers are considered, in this article, all teachers new to a particular school. The writer feels that experience in another school or system does not qualify a teacher to be considered an old hand at the game.

Different principals, different systems and different age-levels and subjects all enter the picture with their different demands.

A person strong, average or weak in a certain environment, need not necessarily fall into the same classification in another school environment.

Let us consider first, the case of the teacher new to a school, but not new to the teaching profession. The following cases are actual ones, though names are purposely omitted,

Teacher "A" after graduation from a training institution as an honor student served two years successfully in a small community. He came into the larger system, brilliant, ambitious and highly recommended. However, his personality conflicted with that of his principal, his concepts of the true value of education were not exactly those of his principal, and he was too young to realize that he must conform to the standards of the school in which he was working.

The principal erred in not appreciating the potentialities of this teacher and guiding him, tactfully and slowly, instead of allowing open conflict to occur. As a result teacher "A" was dropped from the system. He soon secured another appointment in an equally large system and is now considered outstanding, the first department losing, because of a careless principal, a teacher who had a real contribution to education.

Teacher "B" came into a system in the elementary schools and was placed in a district which was considered below average in the caliber of the children. She had been unsuccessful in a previous teaching position, but her scholastic record, and practice teach-

ing records were exceptionally fine so the superintendent thought it worth while to give her a trial.

This teacher was outstanding in developing the creative powers of youngsters, but in the school in which she was placed the principal either neglected to find this out, or did not bother to give her the opportunity to demonstrate what she could do. It took two more changes in schools, failure for her in both of them, before she reached a principal who was not willing to accept her as a failure.

Today that teacher is one of the most outstanding in the system, frequently giving demonstrations in teaching, as well as in the creative art and drama that her pupils have produced.

It Took Her Five Years

Teacher "C" was rated outstanding by her principal in an elementary school for three consecutive years. She deserved the rating, but her superior teaching was the result of careful and thoughtful supervision on the part of her principal. At this time she requested a transfer to senior high school, which was granted. Here she failed to be considered even average for several years, when she could have been outstanding.

No one took the trouble to change certain teaching methods, certain concepts that were splendid in the elementary field, but failed to function at the higher age level. She herself, by trial and error, took five years to make herself a superior teacher. Had she been only an average person to start with, what chance for success could she have had?

In all three of these cases the failure of the teacher was primarily the fault of the principal, the success of the teacher, in the first two cases, the credit of the principal. A principal's failure to understand, unwillingness or

inability to take time to trace the causes of a weakness and suggest remedies, causes not only teacher weakness, but subjects all the children with which the particular teacher may come in contact, to inferior teaching.

When a teacher with previous experience comes to a school the principal has a definite obligation. He must not accept that teacher as she comes, as a failure, as average, as superior and let it go at that. He has in his power re-directing of that teacher, if necessary, the further developing of her abilities. The principal owes that to the teacher, his pupils, the whole system, education at large.

There are many approaches that a principal can make which can pave the way for a sound, constructive relationship between himself and the new teacher. Naturally, different principals must choose different methods to suit their own personalities, but generally, there are one or two rules that all can follow.

First, study her previous record.

Second, hold a conference with her in which the prime objective is to establish a pleasant relationship and in which you can secure her side of the story.

Third, treat all the data, objectively, open-mindedly, broad mindedly.

Fourth, encourage the teacher in those things you know she can do: constantly build in her a desire to come to you for help, to want your suggestions, to ask your supervision.

Fifth, remember that no teacher is so poor that she cannot be improved and that no teacher is so good that she cannot be improved. The principal has a truly great opportunity to prove this latter point, and a good principal will.

AS for the young inexperienced teacher, the writer feels that many teachers who could be good, even superior, are discouraged by lack of help from their principals during their first teaching years. Although our teacher-training institutions today prepare, through actual teaching practice, for the functioning work in the classroom, the practice-teaching program is far from adequate.

All supervising teachers in teacher-training schools are not superior teachers. The time allotted to this training is not sufficient, and teaching one or two subjects or classes a day is not comparable to teaching a full day program. This experience, plus many courses in theory does not put any young person in the position of being a "finished"

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C. T. A. CLASSROOM TEACHERS DEPARTMENT BAY SECTION

Harriet Rose Lawyer, Berkeley, President

I was glad of the opportunity to represent the Classroom Department of California Teachers Association, Bay Section, at the N. E. A. meeting held in New York City.

This meeting was well attended by California teachers. The N. E. A. Classroom Department is increasing its effort to contact teachers of all sections through better organization, with enlarged membership in local and national organizations.

The objects and purposes as stated in the official report of N. E. A. Department of Classroom Teachers are as follows:

To encourage higher qualifications for entrance into the teaching profession.

To promote teacher participation in school management.

To aid in securing adequate salaries, sound retirement systems, tenure, and such other improvement in conditions as will enable teachers properly to function as a vital factor in educational progress.

To promote, encourage, and assist organizations of classroom teachers and to promote cooperation among such organizations and the members thereof.

To cooperate with parent-teacher associations and other civic bodies having educational objectives, in order to secure better community understanding and appreciation of the problems and the value of the public schools.

The conferences of teachers who are at work in various groups from widely-differing sections of our country gave us the results of many worthwhile achievements.

The growth of teacher participation in school and community planning is very evident. The strength of teacher leaders is beginning to be effective in promoting the widest possible study in educational policies.

The Educational Policies Commission has requested teachers to send in the problems that in our opinion the Committee should be working on. The Educational Policies Commission wants the teachers to suggest what might seem to them effective ways and means for promoting the widest possible study and use of the important reports which the Commission is issuing. The two reports recently issued and distributed are *The Unique Function of Education in American Democracy* and *The Structure and Administration of Education in American Democracy*. The presidents of the many Departments of Classroom Teachers have been asked to serve as consultants in this work.

The teachers must feel their social responsibility and be willing to work with any group that is working for the enrichment of individuals.

"The task of the teacher is not limited to preserving and passing on a heritage of knowledge and treasured experience, they must take account of advancing knowledge, add to it when they can, sift and create as well as accumulate" quoting from a digest of the *Unique Function of Education*.

I was invited to take part in a panel discussion at the joint meeting of the Classroom Teachers and the Secondary School Principals, the general theme "Why Supervision."

The following groups were represented and discussion of the topic was continued in group meetings: 1. College; 2. High School; 3. Elementary; 4. Kindergarten; 5. Rural; 6. Primary.

All groups were agreed on some very major phases of supervision. I will outline a few because all teachers are very much interested:

The Good Supervisor

The Supervisor must be well informed.

Must have had breadth of training, experience and personality.

Must have had actual teaching experience in the subject or subjects to be supervised at all grade levels—that is, an elementary teacher who has never taught kindergarten should not attempt to supervise a teacher at that grade level.

A supervisor must help a good teacher to become a better teacher, if supervision is of value.

Supervisors must not be paper or bulletin tyrants.

Office supervisors are not needed but real teachers and demonstrators can be vital forces in education.

Supervisors must be able to recognize and commend good procedure even though it be a method foreign to the practice of many.

In any school or school department good supervision should bring the whole department into better unity.

Good supervisors will encourage continuous growth with real constructive criticism and demonstration in real classroom situations.

Supervisors who have not handled a class successfully, for a term at least, during a period of five or ten years preceding can not give a teacher some of the practical help needed.

Teachers with good qualifications need very little supervision.

Teachers need supervisors who are good coordinators and consultants.

Greater care and consideration should be given to selection of supervisors. It was even suggested that it would be more helpful if strong teachers were called upon to serve in this capacity for periods of at least a year, in their own field. Administrators and teachers feel the need generally for a more competent type of supervisor.

The Department of Classroom Teachers Advisory Council has suggested to the Educational Policies Commission that a survey

of the schools of education in our state universities and training schools be made.

More and better courses in the field of education are vital to teachers in the field as well as those now in training, if teachers are to be prepared for the more modern trends in education.

Our state and national organization needs our support through membership and our contribution of ideas and suggestion for continued growth.

* * *

Jane Burns, principal, Washington Elementary School, Petaluma, is president of Sonoma County Elementary Principals Association for the current school year. Other officers are Mrs. Beulah Lance, Oak Grove school, vice-president; John Allen, Piner school, program chairman; and Miss Edith Peterson, supervisor in the office of the County Superintendent of Schools.

* * *

12-Month Salary Plan

THE 12-month salary plan has been adopted by the Fort Worth, Texas, Board of Education. At the request of a committee representing the majority of the teachers, according to a recent issue of *American School Board Journal*, the teachers will be paid in 12 monthly installments instead of on a 9-month basis.

The plan is part of a savings policy adopted by the teachers. Starting on October 1, certain amounts will be withheld from each teacher's salary to be paid to them in three equal installments during the summer months.

* * *

Mr. Kelly Goes to Kern County

H. W. PAT KELLY, secretary-treasurer, California Teachers Association, Central Section, and deputy superintendent Tulare County schools, Visalia, accepted the position of director of child welfare and supervisor of attendance, Kern County schools, under Herbert Healy, county superintendent of schools. Mr. and Mrs. Kelly and their family have moved to Bakersfield.

Mr. Kelly is widely and favorably known in California school groups because of his outstanding educational work in Tulare County. Prominent in many civic and humanitarian organizations, Mr. Kelly was a leading citizen of Visalia. As secretary-treasurer of California Teachers Association Central Section, Mr. Kelly has made and is making a notably successful record

FLORAL CHORAL

Written especially by C. W. Clawson of Madera, for the voice-speaking choir of the McFarland schools, coached by Ann Clawson, for the Flower Festival

THE glorious, golden waves of poppies
Break on shores of filaree:
Sing heigh-de-ho, sing heigh-de-hay!
And we wander over this ocean of beauty
Like the sail-boats of the sea:
Sing happy heigh-de-ho-de-hay!
Tra la, la la, la,
We our floral treasures bring!
Do, ti, la, sol, fa,
Let our choral measures ring!

The angels chartered clouds for their air trips
To visit our Earth's good shore.
Should they make an air-attack of raindrops,
Old Man River, stay away from our door.

When trilling linnets take the high notes,
Our orchestra will play.
Let the bull-frog wangle his bazooka
In that individual way.

The honey-bees will be the violas
A-singing in the flowers.
The bumble-bees will twang the big fiddles
In the cool and shady bowers.

So carry the bright bouquets and bank them
Against the schoolroom wall:
Sing heigh-de-ho, sing heigh-de-hay!
When Nature's distributing Beauty,
She's the lavishest of them all:
Sing happy heigh-de-ho-de-hay!
Tra la, la la, la,
We our floral treasures bring!
Do, ti, la, sol, fa,
It's the merry time of spring.

SONGS OF LIFE

William McKinley Stensaas, Teacher of English, Modesto Junior College

OVER one hundred years ago William Hazlitt said, "All that is worth remembering in life is the poetry of it."

Poetry and music are quite inseparable and for that reason Hazlitt might have said, "All that is worth remembering in life is the music of it."

Many people today think of life as a game, but I like to think of it as a song and each school as a stanza in the Great Song of Life which has many verses.

In our daily work we as teachers and students are likely to become so

absorbed in our individual interests that we fail to hear the numerous melodies around us. We sing our own verses so loud that all others are shut out. It is for that reason I desire to make a few suggestions in the hope that you will stop to listen to the numerous songs sung by others around you.

First, I am thinking of the *Songs of Home*. Take time some afternoon from your work to visit the Domestic Science and Art department. Listen to the songs of the tea-kettle, the frying-pan, the loom, and the machine that makes buttons. You will find a group of girls (and sometimes

boys) preparing themselves to take their places someday in the greatest of all institutions — the Home. It is not for selfish reasons only that they are singing these songs but by doing so they will someday make someone else happy with their melodies.

Second, I am thinking of the *Song of Commerce and Industry*. Visit the typing classes and listen to the song of the typewriter, the dictaphone, the adding-machine, and the mimeograph. As a result of the work of these students the songs of commerce and industry will be more melodious.

The Song of Science

Third, I am thinking of the *Song of Science*. Spend an hour or two in the science laboratories and watch those seekers after truth at their work. Listen to the song of the Bunsen burner, the boiling liquid in a flask, and the electric spark. Listen to the belt as it turns the lathes, the trip-hammer as it shapes its object and the many other machines used in the engineer's shop. Again you will find a group of students working to make life more pleasant for others.

Fourth, I am thinking of the *Song of Health*. Visit the classes in the department of physical education. Listen to the rhythm of the dance, the rhythmic beat of the tennis-ball as it strikes the racquet, or the rhythmic beat of the trackman. Those students are preparing their bodies to withstand the strenuous work that lies before them. In so doing the songs of life become more beautiful to each one of them.

Fifth, I am thinking of the *Song of Beauty*, the song of Music, and Art, and the Drama. In the classroom or in the little theatre you will hear this song. You will hear the rhythmic pounding of the hammer and the swish of the paint-brush, as the drama and the art students prepare the sets for the different plays.

Last of all in the *Song of Beauty* listen to the songs of the glee clubs, the mixed choruses, the a capella choir, and the vocal soloists, the band and the orchestra, and the instrumental soloists as they sing or play selections from the famous masters.

By taking time from your own specialized work to listen to all the other songs about you, the world will become one grand melody.

* * *

The *Earth and Its People*, geography series by Atwood and Thomas, published by Ginn and Company, now appears in revised edition. Book II, *The Americas*, displays regional geography, perfected for maximum usefulness.

Of special excellence is the map equipment and the unit studies. The vocabulary has been carefully checked and graded to minimize reading difficulties.

MENTAL HYGIENE

Elisabeth Mathieu Spriggs, Chairman, Education Committee, Affiliated Teacher Organizations of Los Angeles

THE Education Committee of Affiliated Teacher Organizations of Los Angeles has given its attention during 1937-38, to the study of "Mental Hygiene—Its application to educators in Los Angeles Public Schools".

In our series of nine monthly meetings we followed the plan of having a speaker at alternate meetings, thus giving time to general discussion.

Each member of the committee read one or more of the books listed in our bibliography. We can commend the same plan to any study-group as a practical one.

Mental Hygiene, while not a new subject, is still a largely unexplored field of thought and therefore offers an interesting challenge to anyone who enjoys thoughtful study. The committee members enjoyed their searchings and worked so hard and faithfully.

The chairman offers gratitude to Dr. M. Madilene Veverka, Dr. Elizabeth Woods, Dr. Alice Horn, Mr. Arthur Gould, and Mr. Robert H. Lane for their counsel and guidance during this study.

Greetings and orchids to Katherine Parry, Council of Nurses; Verna G. Keith and her education committee of the Kindergarten Club; C. W. Preston, principal of Melrose Avenue School, secretary of our committee; and to Meyer Krakowski and his education committee of Los Angeles Junior College, without whose efforts and contributions this study could not have been made.

We, the members of this committee, realize all too well the frailties of this outline which we submit, and we are fully aware of its incompleteness and shortcomings.

We should also like you to know, that after some discussion it was decided to use the term "teacher" in its wider sense. "Teacher", in this outline, therefore means "educator" and it refers to all those employed as teachers, whether or not they are classroom teachers, principals, directors or other administrative officers.

We are cognizant of the omission from this outline of any reference to the physical set-up of our school system, or to its effect on classroom teachers, and the relation of educational environment to mental hygiene. But within the short time at our disposal, as all are busy people, we have this small measure of achievement which we present to you.

We are not unaware of the fact that we

have set up an ideal almost impossible of attainment and yet we also know that anyone possessing only a few of these qualities would doubtless possess the remainder in a sufficient degree to measure up to our qualifications for a well-adjusted and wholesome teacher.

In all humility we, therefore, present this outline as a basis for study and discussion by small or large groups sufficiently interested to attack this seemingly limitless subject.—*Elisabeth Mathieu Spriggs, Chairman Education Committee, Affiliated Teacher Organizations of Los Angeles.*

Attributes of the Well-Adjusted Teacher

I. The Teacher as a Personality

A. Physical Fitness

1. Health
2. Correct Posture
3. Buoyancy and tone

B. Personality

1. Dress
2. Voice
3. Poise (Self mastery under all conditions)
4. Sense of Humor
5. Well groomed
6. Ability to evaluate
7. Maturity of outlook—emotional control
8. Tact and diplomacy

C. Social Maturity

1. Cultural background
2. Self reliance—sense of security
3. Dependability
4. A fair knowledge of world conditions
 - a. Economically
 - b. Politically
5. Group consciousness
 - a. Cooperation
 - b. Consideration of the rights of others—good manners
6. Ability to judge impersonally
7. Critical curiosity

II. The Teacher as an Effective Member of the Professional Group

A. Competent training

B. Sensitiveness to needs and interests of children

C. Constant intellectual expansion

1. Sympathetic understanding
2. Wholesome respect for student mind

D. A sound and practical philosophy of education

E. Pride in profession

F. Membership in professional groups

III. The Teacher as an Effective Member of a Social Group

A. Resourcefulness

1. Group consciousness

- a. Recognition of and respect for the rights of others

2. Outside social and civic interests

B. Adaptability

1. As a leader
2. As a follower
3. Ability to analyze new situations
4. Ability to adjust to new situations

C. Dependability

D. Honesty

1. Honesty with oneself and with others

- a. Sincerity

- b. Consistency

- c. Decisiveness when occasion demands

2. Sense of justice

E. Loyalty

F. Sound Philosophy of Life

1. Moral integrity
2. Wholehearted enthusiasm in teaching and in living
3. Perseverance in the quest of worthy goals or objectives in life

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* * *

Harold P. Baldwin, teacher, Claremont Junior High School, Oakland, married Roma Delight Phillips, June 21, First Christian Church, Oakland. She was a teacher in the same school.

Mr. Baldwin is widely-known in California not only for his work in physical education and in California Teachers Association but also as a successful conductor of summer trips to Oriental lands.

* * *

Ida May Lovejoy

IDA MAY LOVEJOY, teacher, Sherman School, San Diego, member of California Teachers Association Board of Directors, graduated from San Diego State College and received her elementary teaching credentials. She began teaching in National City and two years later accepted the appointment to a position in San Diego City Schools. Later she took a year's leave of absence, went to Mills College and qualified for the junior high school credential.

Miss Lovejoy has already made a distinguished record of professional service in Southern California. Her record includes, —president, San Diego Kindergarten Primary Club; president, San Diego Teachers Association, 2 terms; member California Teachers Association Southern Section Council, and Board of Trustees, Bureau of Welfare, for the past three years; chairman Southern Section public relations committee for the current year; member State Council of Education for the past 2 years.

Miss Lovejoy also is a member education committee, San Diego League of Women Voters; chairman, legislative committee, San Diego Branch, American Association of University Women; chairman San Diego Legislative Council, comprising presidents and legislative chairmen of eight women's clubs.

Dr. Walter C. Eells, formerly professor of education, Stanford University, and later executive officer of the national survey of secondary education, has accepted appointment as executive secretary of American Association of Junior Colleges, with headquarters in Washington, D. C. President of the Association is Dr. Nicholas Ricciardi of San Bernardino Valley Junior College.

* * *

Honoring Eugenia W. Jones

MRS. EUGENIA WEST JONES, Los Angeles kindergartner, widely-known in state and national educational circles as a leader in her field, and past president, N.E.A. Department of Kindergarten-Primary Education, was honored at a recent meeting of California Teachers Association Southern Section Council.

Mrs. Geneva Davis, president, C.T.A. Southern Section Department of Classroom Teachers, reported that an apartment in the new building of Southern California Teachers' Home had been furnished with funds raised by her department. Her group desired that the apartment be named the Eugenia West Jones Apartment.

A. R. Clifton, Los Angeles County Superintendent, F. F. Martin, president of the Bureau of Welfare, and others spoke in high appreciation of Mrs. Jones labors in behalf of children and teachers.

The Bureau of Welfare accepted the lovely apartment furnishings and also a beautiful plaque done by Frank Wiggins Trade School.

Quoting from an extended account of the tribute, published in Los Angeles School Journal, "With a shower of bouquets of beautiful flowers, Mrs. Jones was assured of the regard of a host of friends and the hope that she might long continue her labors of love."

Mrs. Eugenia West Jones



Romance in California

Sacramento Golden Empire

SACRAMENTO Chamber of Commerce (A. S. Dudley, Secretary, 917 7th Street, Sacramento) has issued three attractive, illustrated brochures relating to California in General and the Sacramento area in particular.

1. A large folded map with much illustrative material.
2. To The Man Who Wants To Keep Happily Active, a 24-page bulletin, recommends the Sacramento area.
3. The Romance of California, a 46-page booklet with map and eight beautiful etchings, is occasioned by Sacramento Golden Empire Centennial, 1839-1939. Most of the booklet, giving a detailed account of the golden trail into the Mother Lode country, was prepared by F. A. Kazmarek, teacher of physics and radio, Santa Cruz Senior High School. The booklet is a companion to "Ghost Towns and Relics of '49" published by Stockton Chamber of Commerce.

An Account of the Author

Mr. Kazmarek, originally from Wisconsin, received his bachelor and master degrees, St. Louis University, St. Louis, Missouri. He taught in Lake Geneva, Wisconsin, High School, 1920-23.

He went to Santa Cruz in 1923 as teacher in the senior high school, at present teaching physics and radio, and is in charge of visual education.

He has been a member of U. S. Naval Communication Reserve for seven years, with rank of lieutenant the last two years. He organized and trained the Santa Cruz unit, Naval Communication Reserve, which this year won first place in the Twelfth Naval District's competition for accuracy of reception of drill messages throughout the entire fiscal year, with a percentage of 99.93.

Mr. Kazmarek has had nearly 30 years experience in various phases of photography. For the past ten years he has engaged, as a hobby, in gathering California historical data and photographs.

For the past three years he has been engaged in covering the 9 counties of the Shasta-Cascade Wonderland comprising the following counties: Tehama, Shasta, Siskiyou, Trinity, Modoc, and Lassen of Northern California, as well as Jackson, Klamath, and Lake of Southern Oregon. The completed material, including over 350 photos, is now in the hands of the Shasta-Cascade Wonderland Association of Redding. The material includes scenic, historic, geological, and other points of interest in that region.

During the past summer Mr. Kazmarek completed his coverage of Yosemite, Grand Teton and Yellowstone National Parks.

OUR SCIENCE CLUB

Arthur Schilder, Teacher, Ravenswood Elementary School, Palo Alto, San Mateo County

THE success of any club is dependent, of course, to a large extent upon the interest one is able to stimulate and maintain. Because of the vast store of information and materials available, as well as of the natural interest of junior high children in the field of science, a science club is probably one of the easiest to motivate. The interest grows as the club progresses.

Our science and nature club at Ravenswood School started as the natural outgrowth of interest stimulated in the reading groups. A part of the seventh grade, reading in one of the Pathways to Science readers, led in the movement by the information and materials brought in for their class discussions. These discussions and the displays of materials served to arouse the interest of the other members of the class.

The final impetus, however, came when one of the other groups read and discussed an article from Haggerty's Reading and Literature entitled "Forming a Nature Club".

Before the discussion was over the natural question came from the children, "Why can't we start a science club?" The club was started by seventh and eighth graders interested in any of the phases of science suggested by the story.

At the start, by-laws and meeting-plans were drafted largely from the reader, but differences in interests and available materials have altered these to suit our needs.

In our school one-half hour is set aside on two afternoons of each week for the various club meetings. At this time the Science Club conducts whatever business may be at hand, and time is given for presentation of materials or information by the members. At present, illustrated talks, using Dr. Pickwell's film-strips, are being given. The members who make a good presentation to the club have carried this valuable work also to some of the lower grades.

Due to kindness and interest of some of the parents, we have been able to take several field trips. Wherever possible we have written in advance and arranged for the services of a guide and naturalist. Among the places we have visited are Alum Rock Park, Mt. Hamilton, Black Mountain, Isabel Creek, and the Aquarium and Zoo in Golden Gate Park.

ONE very interesting and educational device that we have used on some of these trips deserves mention. In regions where



Above: We are Watching a Hawk. Below: We Find a Field Mouse

specimen-taking does no harm, we make a list of objects of scientific interest. The group is divided into pairs and each couple, as in a scavenger hunt, goes out to find as many of the objects as possible.

After a year and a half, interest is still keen, and the membership list is always full.

* * *

Education in Democracy

STRUCTURE and Administration of Education in American Democracy (report by Educational Policies Commission of National Education Association and American Association of School Administrators) an attractive volume of 135 pages, is a forthright statement on certain major and immediate questions of administrative policy, including such matters as the articulation of various units in the public school system, the relation of public to private schools, the participation of teachers in the formulation of educational policy, and the relationship among local, state, and federal agencies in the control of education.

Chapter 1 deals with structure and scope of public education; 2 treats of local school administration; 3, state school administration; 4, federal relations to education; 5 deals with public schools as contrasted with non-public schools.

Dr. John A. Sexson, president of California Teachers Association, is a member of the Commission; Dr. William G. Carr, former director of research, California Teachers Association, is secretary.

Problems of the Consumer

Fred A. Kelly, instructor in buying at Balboa High School, and A. L. McMillan, instructor in consumer education, High School of Commerce, both of San Francisco, are co-authors of an excellent substantial text workbook of 170 mimeographed pages, for a study of buying and personal financial management. Copy righted, this is the second mimeographed edition of a praiseworthy manual dealing with a new subject in the secondary curriculum.

The 17 well-prepared chapters cover in a practical and helpful way a wide range of consumer problems, including such themes as advertising, credit, buying a home, buying an automobile, banking relations, insurance, and many others. Practical examination report forms, scoring-sheets and numerous other exercises are featured.

The authors are representative California school men thoroughly familiar with secondary school pupils and curricula. This combined text and workbook should come into wide usage among progressive schools.

Copies may be obtained by writing direct to Mr. Kelly, 2042 17th Avenue, San Francisco; price, single copy \$1; quantity orders, 75 cents per copy.

* * *

San Mateo County Teachers Association publishes an excellent mimeographed bulletin, now in its fifth volume. President of the association and editor is Clive M. Saiz, Jefferson Union High School, Daly City. The bulletin is mimeographed by the commercial department of that school, under direction of Marjorie A. Robinson.

* * *

Western Safety Conference

FOURTH Annual Western Safety Conference will be held at Los Angeles Ambassador Hotel, September 12-16.

Because of the increasing hazards to children and young people in modern life, and because of the growing recognition of Safety Education in the modern school program, California school-people generally are interested in this great convention which brings together representatives from all the West.

General chairman is Gerry H. Lockner, supervisor, traffic safety education, California State Department of Motor Vehicles Newton Kendall, deputy city attorney, Los Angeles, is vice chairman. Mrs. M. E. Bevil, president, Sacramento City Board of Education, is a member of the board of governors.

CLASSROOM MUSIC

SOME APPROACHES SUCCESSFULLY USED IN THE INTRODUCTION OF CLASSROOM MUSIC

Mabel Seeds Spizzy, Santa Ana, Supervisor of Music, Orange County Schools

NO, I ain't gonna sing — it's sissy! That spells the boggy-boo attitude faced by the majority of teachers and parents when dealing with the adolescent boy.

The speaker is John, a tall lanky boy grown too fast, who does not wish to express himself through an artistic medium because fear governs.

Should you, his parent or teacher, untactfully accuse this otherwise "he-man" of being fearful he would facially express disdain and mentally chalk up one more person to be avoided because "They do not understand me."

Why has he been made the victim of fear? The answer is the sum of many reasons.

John has tried to sing with the result that one minute he sang in a high soprano range and the very next second his voice boomed forth on a pitch suggesting a basso-profundo range. A continuation of this high-up and low-down in pitch was interspersed with queer noises which resembled the squawk of a clarinet-reed in the mouth of a beginner player.

From the soprano section, pink-cheeked, blue-eyed Mary leaned forward and cast an enquiring expression in John's direction. The boys in the class snickered. That was enough for John. He slammed his book shut. His embarrassment was covered, to his satisfaction, with a peeve which gave audible expression to "I ain't gonna sing—it's sissy!"

At this point, I ask two questions which I will attempt to answer.

First, What can be done to prevent the "break" in John's voice?

You are probably surprised that I tell you John does not need to experience such violent changes in his voice. The cure is in the prevention.

This prevention is a wise, well-trained teacher who understands the child-voice from kindergarten age through adolescence; a teacher who through understanding will choose

wisely, through the grades, music-material for the child-voice; one who will watch the progress of the voice and identify the first indication of a change in adolescence expressed by lowering in pitch and thickening quality in the boy's voice.

When this gradual change is detected, the boy is asked to sing second soprano or alto. This teacher is able to detect immediately a later deepening in pitch and thickening quality and is armed with the material necessary to place the voice on an alto-tenor or short range baritone.

The point the teacher remembers is to *keep the voice singing every day always using music material within easy range of the changing voice.*

When the voice progress is earnestly watched from the kindergarten through the adolescence, and appreciation for efforts voiced individually or in class; and opportunity provided for the boys and girls to hear chil-

Lest We Forget

David Rhys Jones, Oakland

IN a recent anniversary edition of the Blue Lake Advocate (Humboldt County) is reproduced the following from its issue of **March 29, 1919**, under the caption "Great Demand for Teachers."

"The great demand for teachers made it necessary for Humboldt State Normal school to bring the graduation date for the third term forward two weeks. Students should have been graduated on April 4, but instead they were graduated on March 21 and even before this date all of the eleven graduates were placed in schools which were to begin immediately. . . . Salaries are ranging from \$75 to \$95 per month."

Many of the rural schools 20 years ago employed teachers for eight months only, and at a yearly salary of about \$700.

Amendment No. 16 was initiated by California Teachers Association in 1920 and adopted by popular vote.

It provided for greatly increased state subsidies for both elementary and high schools, thus enabling school districts to maintain schools for a longer school year and to increase very materially the pay of teachers.

dren's concerts, the aim of the National Music Educators Association, "Music for every child, every child for music," will be realized.

Second, What can be done when a teacher, trained in the participation and appreciation of music, "inherits" a situation which includes one or more like John in the intermediate and junior high grades?

The answer I give you will apply at home as well as school.

Find out what songs John likes to hear on the radio. Secure copies of these from your nearest music dealer and place them on your piano at home or at school. If you are a teacher, play one of these selections as the class enters your room. Let the class sing these songs — providing there is no objection to the words of the songs — and, within a few days when every one is lustily enjoying their choice of songs, the time is ripe to insist upon a 50-50 deal. A song of their choice and one of the teacher's choice. To utilize the psychological principle of proceeding from the known to the unknown is wise. In this way the teacher and parent will soon control constructive progress instead of letting lack of good judgment dominate the situation.

All thinking school executives and teachers are concerned with their children's attitude toward music. This attitude is the beginning or the death of the development of many fine attitudes, good manners, the ability to listen accurately and form right judgments. The socializing effect involved in working happily with others and being able to discuss artistic performances intelligently is expected in the education of children.

Schools and parent-teacher associations in Orange County, are actively sponsoring children's concerts—symphonic and vocal.

ONE of the fine federal music project symphony orchestras in California is located in Orange County. Arrangements were made 1937-38 between some of the council presidents and the director of the orchestra, Leon Eckles, for a series of children's concerts of 30 minutes in length, to be played in union high school auditoriums. These concerts reach every child from the fourth grade through the eighth grade in Orange County schools.

Mr. Eckles and I work out the programs, which consist of numbers within the com-

prehension and enjoyment of the children. It is positively thrilling to observe audiences of 1500 enthusiastic, eager children participate in these concerts in a much better fashion than most adult audiences. Mr. Eckles and his fine musicians who make up the personnel of the orchestra and who entered into the concert plan with apprehension, declare they would rather play the children's concerts than any program they play.

When the "thank-you" letters came in from the children and we read from one enthusiastic listener, "I liked best the cattle-drums," we realized we still have much more to do in acquainting the children with instrumental music and its media of expression.

Another series of three concerts which 3000 county school children attended were arranged by our fourth district president of the parent-teacher association and myself and were presented by the Pasadena Boy Choir, directed by Dr. John Henry Lyons, director of the music department of Pasadena Public Schools. This choir is entirely a public school project, worthy to be emulated by other school communities. Dr. Lyons told me last fall that he had to combat the "Naw, I ain't gonna sing—it's sissy!" attitude when he first started the choir over ten years ago. Not a remnant of that attitude has carried over.

I asked one of the boys in Dr. Lyon's choir if any one ever told him it was sissy to sing. He quickly looked me over to

determine if I was in my right mind and emphatically said, "No," as he hurried off to catch up with the rest of the choir boys for a game of ball.

The P. T. A. Helps Us

Through the splendid understanding and active cooperation of our District P. T. A. presidents, with our County Superintendent of Schools, Mr. Ray Adkinson, we are developing a consciousness of fine music and its value in the communities.

A greater demand for membership in school orchestras and school glee-clubs has been apparent. About 50 per cent more season tickets over the amount last year have been sold to adults for the fine recital programs sponsored by the Music Arts. Many parent-teacher choruses are participating on programs throughout the district.

In addition to the special radio programs which have contributed to our enjoyment, "Orange County Elementary Schools are on the Air" every Tuesday from 9:30 to 9:45 a.m. on KVOE acquaints parents and general public with recent trends in education. Elementary school children present the program. With guidance of teacher and station manager, they prepare the continuity. Episodes from the lives of Lincoln and Washington, and a boy's cooking class, have been dramatized. Glee clubs and boys' choral organizations have been presented.

Regarding this approach to the vitaliza-

tion of the regular school work, Superintendent Ray Adkinson said, "This venture into the field of radio broadcasting has resulted in the acceleration of pupil interest and participation in voice-training activities, stimulating, also, an increased community support for an intensive program of development in this sphere of educational procedure. The method of selecting and preparing the participants for this work has especially inspired the pupil to resolve to develop a more perfect technique in the art of singing and speaking."

DO you, too, have a community and school actively conscious of the value of good music?

* * *

World Education

World Education, official publication of World Federation of Education Associations, 1201 Sixteenth Street, N. W., Washington, D. C., now in its third volume, is issued in attractive new format similar to Reader's Digest.

Uel W. Lamkin, president, State Teachers College, Maryville, Missouri, is secretary-general of the Federation.

A Community Life Activity, Sawtelle Boulevard School, Los Angeles, Grade A2; photo courtesy Mary A. Glick Byrne, Visual Education, Los Angeles City Schools



FUNCTIONAL UNITS

AN APPROACH TO FUNCTIONAL UNITS OF INSTRUCTION

C. C. Crawford, Ph. D., Professor of Education,
University of Southern California, Los Angeles

THE only thing that can profitably be changed about a pupil is his behavior. And this is precisely what teachers have been neglecting or refusing to change. Instead of his behavior, teachers change his supply of information, or perhaps his thinking; but these are only means and not ends of education.

Please read the above paragraph a second time, because it is the main thesis of this article, and incidentally it suggests the worst fault of our schools.

By saying that thinking and knowing are means and not ends of education I mean that they are simply the instruments by which we influence the child's doing. What difference does it make how much a child thinks or knows about thrift if he doesn't practice it? Who cares whether or not he knows and understands all the safety rules if he doesn't obey them? And of what value are rules anyway except as guides to action? What is needed is thrifty living, safe living, healthful living. Knowledge and thinking about these things may be useful as means of bringing about better living, but they are certainly not the goals or ends.

If efficient behavior is the goal of education, should not our units of instruction be framed accordingly? Should we not state as our instructional objectives the behavior outcomes instead of the knowledge instruments? And isn't there a fundamental inconsistency in publishing a course of study in which the objectives or outcomes are listed under the conventional heads such as "knowledges, attitudes, and skills"? To do so is equivalent to stating as the objectives of a business errand the three items of "knowing what is to be bought, meaning to buy it, and buying it." Clearly the first two are instrumental and the third is the real outcome of the errand.

This confusion of ends and means by teachers is really worse than the above example indicates, because in actual instruction the third item, doing it, is not named at all. The teacher and pupils beat the bushes quite thoroughly for the knowledge but don't even talk about doing anything at all. They learn the digestive juices (Yes, in 1938), but don't even try to prevent sour stomachs. They memorize the courts and their jurisdictions, but make no effort to advise courses of action for collecting damages for fender accidents, broken ribs, or broken hearts. Presumably the knowledge about courts is instrumental in solving the problems involved in getting justice, but when not even the teacher is aware of any such socially-significant outcome, we may be pretty sure the pupils will be left

in the dark also, and will still have their painfully acquired information suspended in the rarified academic air when the course is over.

How can this error in instructional procedure be corrected? The answer is quite simple: Start the learning process with a course of action instead of with "background" material. Backgrounds are always chosen to back up foregrounds, except in education. A photographer chooses his backgrounds according to the persons or objects to be photographed. A background is a purposeful thing, whether it is the scenic background of a photograph or the informational background of a life problem.

I can best illustrate what I mean by functional units by citing a recent effort to make some.* We all know that teacher training has suffered from over emphasis of unmotivated knowledge (Plato's writings, dates of founding of schools, anatomy of the nervous system, statistics of school enrollments, "characteristics" of this or that, etc., etc.). We also know that beginning teachers-in-training have been forced to cram much of

* Claude C. Crawford, Louis P. Thorpe, and Fay Adams, *The Problems of Education*. Southern California School Book Depository, Los Angeles, 1938, 239 pages.

Ralph W. Everett

RALPH W. EVERETT, new member of C.T.A. Board of Directors, succeeding Ed. I. Cook, was born in Nevada County. The family moved to a farm in Sutter County, where he attended school, graduating from Sutter Union High School. Upon the death of his father the family moved to Mayfield.

Ralph graduated from Stanford in 1903 (A.M. '31) and at once began teaching. He has taught in one-room rural schools; in high schools, as instructor and teaching principal; and in Sacramento Junior College, teaching economics, history, public speaking. He went to the Sacramento High School in 1921 and to the College in 1929.

As active member of American Federation of Teachers, Mr. Everett was a delegate to the national conventions in 1926 and 1929, and was one of the national vice-presidents during this period. He was elected president of C.T.A. Northern Section for the biennium of 1928-29, and has been a member of the State Council since. He was chairman of the State Tenure Committee 1931-33 and has been a member of the N.E.A. Tenure Committee for the past five years.

this sort of information and that they haven't always been satisfied with the answers they got when they asked: "So what?"

Unquestionably Plato's writings are significant to a student who has in mind a fundamental problem on which Plato sheds light, but it is likely that a student who approaches Plato without a problem will find him to be just "dry reading." (We know because we have seen it done many times.) The deciding issue is which to put first, Plato or the problem. And my answer is unqualifiedly: Go from the problem to Plato instead of from Plato to the problem.

The above-mentioned book, *The Problems of Education*, starts with the problems, which are as real to introductory students of education as anything we know, and draws upon Plato, psychology, biology, and any other fields of information and experience that are promising in the quest for solutions of these problems.

And the same thing can be done in the teaching of social science, natural science, health, or almost anything else. Functional units in any subject can be easily set up if we merely ask what we want the learner to do as a result of the learning. Thus a functional unit is one that teaches a person to do something. The unit may, and probably will, include a great deal of knowing and thinking, but these will originate in an action setting, will be selected for their value in the guidance of action, and will derive their ultimate justification from the social utility of the action which they guide and direct.

And if I read Dewey's philosophy correctly, this is pretty close to what he has been trying to tell us all along. We have done a great deal of lip-service to his pragmatic, or instrumental, philosophy for decades. Why not start practicing it more consistently in the classroom?

* * *

Autores Jovenes is an excellent and interesting school paper, sponsored by the Sixth Grade of Jefferson School, Santa Barbara.

Now in its sixth volume, this well-printed and attractive paper of 20 pages is distinctly a credit to the school and community. Editor-in-chief is Bernice Barr; principal of the school is William Scalapino.

* * *

Patricia Ricciardi, daughter of Dr. and Mrs. Nicholas Ricciardi of San Bernardino, married Francisco Eduardo Davila of Colombia, graduate of Stanford University, on June 14, in San Francisco. Miss Ricciardi attended Stanford and Pomona and taught in San Francisco Junior College.

OUR BOYS RUN TO SCHOOL

E. C. Browne, Assistant Dean of Men, San Francisco Junior College

THE time-honored bugaboo of cranky teachers and birchen ruler is a stranger to our two boys. We don't hear of broken windows and gang fights. The frogs and snakes we put in the teacher's desk 30 years ago haven't a ghost of a chance. The grandmother funeral gag has lost its identity. Even on the rainiest day our boys look forward to school as the biggest joy of the day.

Perhaps we are alone in this experience. Possibly other parents disagree with us thoroughly. Nevertheless, the boys run to school and they run with eagerness.

There must be some reason for this attitude. The boys are not prodigies, for their I.Q. should rank among the normal group. Toys and kites are just as real to them as they were to you. They tear their clothing, lose their hats, wear out the shoe-toes prematurely and would play through their meal-hours if their mother didn't interfere. No, they are far from abnormal, and that is what interests us. Why should normal boys show this inclination for school?

Dare we blame heredity for this attitude? Even if we cast aside our respect for humility, we could not honestly brag that we were always eager to run to school. On the contrary we could relate many instances to the contrary. With heredity eliminated, we have but one choice left. It must be school.

For decades, yea verily for many decades, the persistent howl of "lower the school costs" has been heard, from the little red one-room school of Podunk to the elaborate mansions of our college campuses. The farmer, with an assessed valuation that is almost negative, will yelp with the bitter wails of the oppressed, while the school district is trying its best to make his children fit for civilization.

The banker and corporation manager will bank their own salary of fifty grand per year, live in a modest castle, enjoy their golf and Rolls Royce, raise no children, and howl at the cost of the schools. The fond dowager will send her pampered silks and satin to a private school where the tuition alone is more than a substantial teacher's salary; yet, when a plea is made

for better schools and more support, she wages a bitter fight to keep down the costs and cut the school budget.

We want our boys to love school. We want them to live normal healthy lives in an atmosphere of sound social philosophy, and so do you. As long as boys run to school, there need be little worry about the success of education. The school is doing something for those boys that no one else can do. In a large measure, whether your boys and ours make good in adult life depends upon their opinion of our schools.

Yes, sir, take it or leave it. The modern school can make or break our boys. Of course, we do not minimize the influence of the home in our praise of the schools, for both are needed. We bow in gratitude and respect to that army of over a million teachers in the United States who take the millions of boys and girls and do a better job in lots of 30 and 40 assorted styles and colors than many homes do for one or two.

There should be a lasting monument erected to the teachers of America. Day after day, from year to year, hundreds of different faces pass in review. Some are dull and unattractive. Some are bright and challenging. Some are dirty and marked and a daily menace to health. Some are clean and manly and a joy to be with. But they are all Americans and the teacher has no choice. She takes 'em as they come.

For 35 years different Jimmys and Marys have brought their troubles to the teacher. For as many years over-indulgent parents have sought the scalps of the teachers because the favored son or daughter didn't get the highest marks in the class. And the teacher plods on—just 35 years to go and then she can rest.

She has to dress well and be active in community life. She can't live too cheaply, for that would mark her as unfit. She must donate liberally to the assortment of societies and drives that make their annual

The class of 1938, University High School, Ohio State University, decided to produce, instead of the conventional annual, a progressive new type of book about themselves. Entitled "Were We Guinea Pigs?" this stimulating and extraordinary volume of 310 pages, with many illustrations (published by Henry Holt and Company), is the work of the entire class of 55 students.

These young people have written frankly, amusingly, and with penetration about themselves, their homes, teachers, courses, disciplines, and rewards. The book will have a wide reading, not only by high school boys and girls, but also by teachers and administrators.

calls. God bless her—if she can make our boys run to school, she is worth far more than her hire.

The school day is over and the teacher forces her feet about the room arranging things for the morrow. Windows must be locked, the blinds drawn, books arranged, the desk tidied up, papers to be corrected, and perhaps a faculty meeting.

After supper comes the correction of papers, endless papers, with the same errors over and over again—and she must keep cheerful and be bright and fresh for the morning.

Just 35 years to go and she might retire with \$50 a month to meet all of her living expenses.

YES, I still think a monument is in order, for despite the rigorous and varied experiences in the classroom, the teacher has our boys running to school!

* * *

School Costs

In San Mateo County

SAN MATEO County Teachers Association, of which Clive M. Saiz of Jefferson Union High School, Daly City, is president, has recently published a 16-page bulletin on School Costs in San Mateo County, 1928-29 to 1937-38.

Through the careful researches of its fact-finding committee, the Association presents an authoritative and illuminating statement as to the actual facts of school costs in that representative county. Lester Henderson, superintendent of Burlingame schools, is chairman of the committee.

It shows that the increase in school tax levies for 1937-38, is but the natural outcome of a period of curtailed expenditures extending over several years, during which time attendance, and therefore need for expenditures, was increasing rapidly.

Increased expenditures for 1937-38 are confined largely to three items: namely, capital outlay, teachers salaries, and maintenance of school plants, with capital outlay largely responsible for the increase.

The study challenges anyone to present figures or facts which will demonstrate that any other comparable public institution or government agency has curtailed expenditures over the past 8-year period to an extent which even remotely approaches the record made by the schools of San Mateo County.

Trends in county government costs have not manifested the same tendencies as trends in school costs.

The report discusses the statement that schools are a law unto themselves and contends that boards of trustees should remain independent of county boards of supervisors, if the public schools are to best serve the needs of school children.

APPRENTICE TRAINING

COORDINATED APPRENTICESHIP TRAINING

Norman H. McCollum, District Superintendent, Susanville, Lassen County*

THE correlation between "smoke" and "fire" as presented in the old adage may presumably have justifiable application in the current criticisms of modern education. The success and efficiency of an industrial plant are rated by the product thereof, and the American school is forced to submit to the same critical judgment.

Popular opinion credits the school with giving students technical knowledge without practical experience; scientific theories without specific applications; philosophical hypotheses without common sense. Perhaps within this smudge of criticism lies a flickering flame of truth. Even the best trained student, with his high I. Q. and his Phi Beta Kappa key, finds drastic readjustment necessary when he leaves the class room and enters industry or business. The rapidity and effectiveness with which he can make that readjustment determines the degree of his success, and his retardation in such adjustment provides ample opportunity for the critics of education to score their points. Industrial survival demands a code of loyalty, service, esprit-de-corps, initiative, resourcefulness, and work which one cannot acquire except "on the job".

Those who criticize education point with pride at the effectiveness of the apprenticeship system in producing skilled and efficient artisans and mechanics. Now, you and I, as intelligent, thinking, just and fair individuals, recognize the glaring faults and fallacies of the so-called apprenticeship training procedure. We know that the apprentice is often exploited by the master; that he performs the menial tasks of the craft at unfair wages; and although he may in time learn the routine and technique of the task and acquire the manipulative skill of the master, he too frequently has no un-

derstanding of the fundamental sciences involved or the reasons for his sequence of operations. He has become a machine without thought or understanding or reason. He has lost the sacred attribute of a human being; the ability to think and reason and create; and become the slave to a process. Even recognizing these faults we are forced to admit that apprenticeship training produces effective workmen.

We are therefore confronted by a dilemma. Must we defend technical education and justify the necessary readjustment after school training, or shall we revert to apprenticeship training and attempt to gloss over the discrepancies and atrocities of the system? The escape from this as from most dilemmas is not via the horns but through the neck or base using a compromise composed of the desirable attributes of both alternatives.

How perfectly simple. Why not combine the merits of both systems and discard the faults of each? How to affect this consummation? Necessity has always been the mother of



Norman H. McCollum

contrivance, and so it proved in the Lassen Union High School, aided and abetted by chance and circumstance.

Machine-shop courses were in demand. We had insufficient equipment;

no building space in which to house and no teacher on the staff trained to machinery; no funds with which to buy lathes, presses, shapers and tools; teach the course if it could be included in the curriculum.

Susanville, a community of 6,000, in which the school is located has a number of well-equipped garages and shops. The proprietors of these shops were approached, and arrangements made to place a number of boys in training as apprentices to the skilled mechanics.

Students were selected from the 11th and 12th year classes who had the required preliminary fundamental training in mathematics, science, and English. Their programs were arranged to give them academic subjects, in social studies, science, language, or mathematics during half the school day. These subjects varied with the individual student, being selected with a view to best rounding out his educational training.

During the other half-day of three hours the apprenticeship student is placed in an industrial shop to work with the trained mechanics. He is expected to start with the simplest and most fundamental operations of the craft and work up as rapidly as his industry, resourcefulness and developing skill will justify.

A time-book is left with the foreman of the shop in which the students' attendance, type of work performed daily, and general comments are recorded. A faculty member acting as coordinator visits each student on the job about twice a week. State compensation insurance policies protect the shop employer and the worker, and liability insurance covers the school district in the event of industrial accident.

The apprenticeship students receive no pay during school hours of training but many of the employers keep them overtime and on holidays and week ends. For out-of-school hours they receive reasonable compensation.

Eight boys were placed the first of this semester in auto-mechanics shops. Immediately the demands from both boys and girls for other types of vocational apprenticeship training were received and our program expanded. At the present time we have ten boys in auto-mechanics shops learning repair work, body and fender work, painting and finishing. Two boys are placed in electrical apprenticeships, one with the telephone company and the other in a general shop. One boy is apprenticed with a plumber, one with a newspaper and job-printing establishment, one with a plumbing concern, one as a butcher and one a motion-picture projectionist. Seven girls have been placed in industries as clerks,

* Norman H. McCollum: B.S., M.A. Superintendent, Lassen Union High School and Junior College District Susanville; formerly principal: Fall River Joint Union High School, McArthur; principal: Chowchilla Union High School.

office workers, telephone-switchboard operators, and photograph studio workers.

At the close of the first semester of the project but one student has asked to change his program. The students are enthusiastic about the work and many favorable comments are received from employers who feel they are helping to train young men and women for useful employment. The period of readjustment and the discouragement of "hunting for a job" after graduation will be in many instances eliminated for several of the employers have promised permanent employment to the students after the apprenticeship period of training.

A FEW comments from employers and students selected at random will give some impression of the favor with which this project has been received.

"We are glad to give these girls training as clerks," remarked Mr. O. C. Watts, manager of the Variety Store. "After a school year of apprenticeship training, we will take them on the permanent staff as full-time clerks starting at \$70 per month. Following graduation these girls have a job waiting for them".

Mr. Lee Zweibel, projectionist at the Sierra Theater, met us with enthusiasm when we made a recent visit and presented for our inspection an indexed and classified scrapbook of technical information on electricity, photography, and motion-picture projection which he and his apprentice had compiled from trade journals and reference books. "It's a fine review for me", commented Mr. Zweibel, and added an invitation for us to come see his apprentice Fred Frick take a progress examination which would consist of a preview show with the student in full charge of the projection room.

"I like the work fine, and next week I'm going into the retouching room," said Beatrice Johnson in response to our inquiry as we watched her make exposures and develop prints at the Eastman Photographic Studio.

"There is lots to learn in this business," soliloquised Mr. R. L. Winchester, proprietor of the Honey Lake Market. "In one year I can turn Bob out as a pretty fair meat-cutter for a retail shop job, but to give him real training in packing-plant operation, products manufacture and processing, I'll need to have him a couple of years longer."

A real education, indeed, we thought as we left the place, for Mr. Winchester knows his business and has made a success of it, and fortunate is the lad under his tutorage.

Mrs. Ferris in charge of the switch-board girls at the local telephone exchange commented favorably on the progress of our student.

"It takes six months to train a good operator," she said. "Switch-board work de-

mands a skill and technique which can only be acquired by experience and practice. During a school year of training we can prepare a girl to take a full-time position."

Manager Matthews informs us that a job awaits Bernice at the close of the school year in the telephone exchange.

Reed Ferris is learning "body and fender" repair at the Doyle Motor Co. Reed and Mr. Doyle compete in praise of each other. Reed's delight in accomplishment and appreciation for the opportunity given him is reflected in Mr. Doyle's gratification in directing the boy's activities and improvement.

And so the reports of our first semester's survey show the effectiveness of the enterprise. Of the 25 students taking apprenticeship work, but one has asked to be transferred back to the regular school program. Fifteen different business firms have co-operated with the school, and while constructive suggestions have been received, no adverse criticisms have been made.

We are planning improvements in the department. Our next step will be the establishment of a reference shelf in the library including technical books on automotive engineering, electricity, photography, selected trade journals and books on salesmanship, merchandising, and window display. These will be readily accessible to the students in training in the various crafts.

We can heartily endorse the coordinated apprenticeship program and feel convinced that school and industry can effectively co-operate to mutual advantage in youth education and training.

* * *

National Doll Exhibit

DOLLS are usually world travelers. This is quite noticeable in most doll collections, as the collectors generally value their collections by numbers and variety. Also the vivid color of the dress from foreign countries lend contrasting brightness that attract attention. If we only knew of the experiences of these dolls from far-away lands and

the condition under which they were made, our interest would be much greater.

However, there are few old dolls that have not come from across the ocean, even though it was only their head, arms, or legs. Some have been associated with American traditions and dress so long we think of them as one of us.

Olin W. Gillespie, chairman of the Goodwill Industries National Doll exhibits held each fall by nearly a hundred Goodwill Industries throughout the country, has specialized, in the San Diego Goodwill, in three separate groups for display purposes.

First is an interesting and friendly group of about 50 composed of a doll from each Goodwill. These dolls have been sent to Mr. Gillespie in recognition of his founding the National Goodwill Industries Doll Exhibits.

The second group is valuable as an educational exhibit and is housed in a nice showcase that can be moved to schools and churches. This group is composed of dolls in dress costumes of religions, such as: Mennonite, Amish, Dunkards, Quakers, Nuns, Puritans, Salvation Army Lassie, and a California Padre doll.

The third group are really museum dolls and are on constant display. They have been donated for safe keeping to the Goodwill Doll Collection at San Diego, and nearly all have an interesting description—especially about where they have been, who owned them, and the style period of their dress.

* * *

Treasure, published by Ginn and Company, a book of unison and part songs for unchanged voices, is for the seventh grade or any junior or senior high school group where there are no changed voices.

It is one of the Ginn World of Music series; the junior high school group includes the three attractive books,—Treasure, Adventure, and Discovery. In Treasure there are 100 songs including 44 folk songs, 19 songs by master composers, 24 prize songs and selected songs by able American composers.

Religious-costumed dolls exhibited at schools by the Goodwill Industries, on display during Goodwill Industries National Doll Show



HOME ECONOMICS

EDUCATION FOR RICHER LIVING

Jean Krueger, Head, Home Economics Department, Santa Barbara State College

IN an educational program that aims to fit individuals for successful life in a democratic society, it is conceded by many progressive educators that areas concerned with the home and family are of major importance.

The woman of today is indeed a jill of all trades. Whether or not she prepares herself to enter commercial or professional fields as a breadwinner, she has first and always the primary responsibility of making her home a successful concern.

Hers is the responsibility of seeing to it that family life, as far as possible, meets the needs of each individual in her group; that the home provides every opportunity for personality growth and development, and is as well, a place where each member of the family group can find relaxation and enjoyment during leisure time.

She must guide the choices upon which depend the family's manner of living. She must purchase most of the goods and services which express these choices. As formerly she must provide for the physical well-being of the members of the family, but today this necessitates new decisions in the light of the family resources and the urge of a market where individuals are bombarded with temptations to buy.

The growing belief that preparation for family life should be one of education's major concerns, points to a careful reconsideration of present curricular offerings. If colleges are to aid students more effectively to concentrate their efforts on problems that are important to their own individual development, and that, also, are significant to society, do present offerings meet the challenge? What are the areas of information, that, drawn together, would be invaluable to every young woman, no matter what her selected field for specialization?

Individual Relationships

The successful person is one who is wise in dealing with human relations.

There is an increasing need for more detailed study of normal families, especially in regard to the development of the feelings and emotions of childhood and youth, which studies in modern psychology have demonstrated to be imperative if the adolescent period and adult life are to be free for normal creative work.

Courses in psychology; in growth and development of the child; and in the study of the family and the relationship of its members have much to offer in helping each student, not only to make any necessary individual adjustments in interests, needs and capacities but also to help her function wholesomely and happily in her own marriage and parenthood.

Economics

And not only individual relationships. World relationships! Perhaps never before in history have individuals so needed intelligence and understanding in the matter of world affairs. Sociology, political economy, studies of current movements and their significance all need to be allowed to contribute their share in the development of the individual's breadth of view.

Human resources and material resources are closely related. Such assets as the money income, family dwellings, food, clothing, home furnishings, community facilities for family well-being and advancement influence the direction of human resources within families. Today, no subject is more pressing than the plight of the consumer. Buyers need information concerning qualities, how to judge, what terms to us in selecting merchandise, what goods are graded, which carry government stamp or rating, how advertising should be rated.

Courses in economics, accounting, economic problems of the households on different income levels, and consumer education give consideration to these matters and are invaluable in

educating for the present as well as the future.

Family Health

Good health for the individual, the family, the community needs no argument. Time given to the gaining of a working understanding of the newer knowledge in the fields of chemistry, physiology, bacteriology, hygiene—personal and community—nutrition, the selection of foods which shall meet the nutritive requirements of the body most advantageously and economically for all age levels, in health and disease; and to the acquiring of skill in the preparation of food substances from the standpoint of palatability and conservation of their nutrients yields big dividends.

Clothing

Due to the increased production of cheapened fabrics and the great development of the ready-to-wear clothing industry the general requirements of personal clothing and household textiles are more of a problem than formerly. Individuals need to develop intelligence in selection; and skill in designing, and in the construction and alteration of garments for adults and children to obtain the most satisfying returns for the investment of time, money and energy.

Information in regard to the treatments of fabrics, fibers and yarns and the processes which affect quality and usage; and to the fundamentals of design and construction, will give to the consumer in the open market a confidence sadly needed.

Housing

During the last 15 years, housing has become one of the most serious of the nation's problems. Thoughtful considerations and study need to be given to family housing needs and the means by which adequate provision can be made for them. The selection of the furnishings and equipment for the house is also an important responsibility.

The ability to make wise choices is based upon many factors. Opportunity to develop a very useful individual judgment and appreciation may be made available to students through courses that give consideration to the essentials in housing, house planning, the problems of interior decoration and even of landscape planning and garden design.

Leisure Time Activities

The trend, today, is toward increased leisure for everyone. The use of this time for the best good of each member of the family, and the greater unification of family interests as a whole, is of growing im-

portance. Relaxation and change of interest during free hours help to lessen the tension and strain of modern life. Part of the home administrator's responsibility is to recognize the importance of leisure in the emotional life of human beings, and to make possible the activities that will give the individual a chance to express himself fully, aiding thus in his development.

Realizing the responsibility of future home administrators in this respect, opportunity needs to be provided for consideration of the problem, and adequate time for development, under supervision, of interests in a wide field of choice. Life is greatly enriched through the development of appreciations in literature, art, music. The so-called "broadly cultural" courses, perhaps, need now even more emphasis than they have always been given.

Success in home living especially where social and financial considerations enter in, is widely a matter of good administration. The person in charge—usually the wife, no matter how many helpers there may be—has a heavy responsibility, fully as important as that of the husband in his relationships outside the home.

In the present complexity of our social and economic relationships the activities of the director of the modern home are many and varied. Success depends to a large degree upon her capacity to discharge her manifold duties and responsibilities capably, efficiently and cheerfully.

In nearly all occupations success may be achieved at times through a process of trial, error and improvement. In the career of home administration however, there is no place for serious mistakes, just as there is none in the handling of the controls of an aeroplane. Failure can only be attended by tragic consequences.

Household Administration Practice

Since the learning process is aided by doing, individuals profit if given an opportunity to practice what they have learned. A period of time spent with an instructor and three or four students in a well-equipped house, provided for the purpose, would meet this need. In such surroundings students may be given the opportunity to interpret the facts learned in various courses. They may use the knowledge and skill gained and coordinate this mass of information and experience into actual situations. Such a laboratory provides opportunity for students to make their own budget, decide how much can be spent for the various items, make the purchases and keep the records. It gives them the opportunity to plan meals, prepare and serve them to a family group; to entertain friends formally, semi-formally and informally; to care for the house and its furnishings.

Through such home administration practice students may acquire the ideals of a

well managed home, realize the importance of living within a budget, appreciate the necessity of adjusting to others, come to know the joys of friendships—and build these ideals and appreciations into a philosophy of home-making.

THERE has long been a need for this type of broad, cultural education for young people, but few colleges or universities have provided a specific department to furnish it. In order to make selection of a complete course for the purpose, it is necessary to cross departmental lines freely.

This can easily be done in an institution having a first-class home economics department and an administration which will permit selections of related work wherever it may be found.

* * *

National Committee on Arithmetic

*R. L. Morton, Chairman,
Ohio University, Athens, Ohio*

IN the last decade there seems to have been among the teachers of America a greater interest in arithmetic than in any like period in the history of American education.

Approximately a half-million books dealing with the teaching of arithmetic have been sold. New sets of textbooks have been written and older sets have been revised. Elaborate courses-of-study have been prepared. Scores of articles reporting the results of research studies have been published. Addresses have been delivered and groups of teachers have discussed the difficulties which they have encountered in their efforts to teach arithmetic.

In 1930, National Society for the Study of Education in its 29th yearbook published the report of the society's committee on arithmetic. In 1935, National Council of Teachers of Mathematics published its 10th yearbook entitled, *The Teaching of Arithmetic*. So great was the interest in this yearbook that the National Council in 1937 appointed The National Council Committee on Arithmetic.

The National Council Committee on Arithmetic has prepared a statement of basic points-of-view to which its members subscribe and has compiled a list of questions dealing with important issues on which further information is desired. Reprints may be secured from The Mathematics Teacher, 525 West 120th Street, New York City.

The national committee invites teachers of California to read and criticize its statement of basic points-of-view and to assist in finding answers to the questions which have been raised. Address R. L. Morton, Ohio University, Athens, Ohio.

The Child Goes Forth

WHAT a children's museum does for children, and for a community through its children, has been set forth in motion pictures by Harmon Foundation. The *Child Explores His World*, a two-reel 16-millimeter silent-film, demonstrates the museum way of acquainting boys and girls with the world outside their experience.

Based on the work of Brooklyn Children's Museum, the first founded and the largest in the world, the film stresses the problem of city children, whose man-made surroundings keep them from intimate experience with nature's developments.

The study of nature by no means limits the child's field of exploration. The film pictures children studying dioramas, miniature stage settings complete with figures of historical characters, from which they learn easily of the past and of other nations.

Children are seen at the numerous supplementary activities which extend the museum program: at individual creative work, and at group projects. Clubs provide a wholesome outlet for the child's energy, developing sense of leadership and responsibility.

Further, field trips and programs of lectures or educational motion pictures introduce the child to reality and prepare him for his future.

The prime purpose of "The Child Explores the World" is to encourage organizations and communities in the creation of museums for children, and to realize how easily one may be started, once enthusiasm for it has been aroused.



Sea shells have stories to tell the inquiring children who examine them

The film, now available to clubs, civic organizations, parent-teacher associations, churches and the like, is distributed through Harmon Foundation, 140 Nassau Street, New York City.

SPEECH TOURNAMENT

THE NATIONAL SPEECH TOURNAMENT AND STUDENT CONGRESS AT
WOOSTER, OHIO

*Charles F. Wright, President, Speech Teachers Association of Southern California,
Director, National Speech Tournament for 1939*

THE little college town of Wooster, Ohio, was host to 750 high school speakers, from 40 states, who attended during the first week of May, the 8th National Speech Tournament and Student Congress, sponsored by the National Forensic League. Thirteen pupils from Hollywood, Beverly Hills, Grossmont, El Centro, Santa Monica, and San Bernardino ably represented California.

The Student Congress, conducted by Professor T. C. Bond of Niles, Ohio, was a very successful educational feature of the tournament.

From the formal opening in a joint-session to hear the president's message to the "76th Congress" to the hour of a regretful *sine die* adjournment, the student congress wrote a record of splendid high school thinking and speaking. During ten sessions and numerous committee meetings and serious corridor conferences, the members of both houses engaged in as practical exercise in public speaking and effective citizenship as could be devised.

The debates in the Senate especially were brilliant. It was amazing how capably those students could speak on such a wide variety of subjects as the League of Nations, the child labor amendment, wages and hours, anti-lynching, and labor unions, turning from one bill to another as roll calls disposed of the previous measure. Debating, extempore speaking and oratory were combined in clever manner to sway their colleagues or impress the appreciative gallery.

The usual contrast between the House and the Senate was observable. The House

was more informal, impetuous, louder, and slower in getting its business done. Senate decorum was impressive. It was always: "Will the Senator yield?", or "I yield to the Senator from Idaho", or "The chair recognizes the Senator from Oklahoma". The students, surely, lived up to their titles and did them credit.

Two churches in Wooster provided almost ideal chambers for the Student Congress with splendid auditoriums, ample galleries, and fine committee rooms. The Wooster Daily Record carried a full account of the proceedings of each house.

A new experiment of the national speech tournament was the contest in poetry-reading, under direction of Ted Malone. This competition was held in a somewhat different manner from that of the other speech events. When the contestant entered the room, he or she was engaged in conversation by someone. The contestant was then asked to read a poem. Mr. Malone was hidden behind a screen so that he could hear only the contestant's voice and not be influenced by the speaker's personality.

Six traditional speech contests enlivened the tournament for the 750 visiting high school delegates. They were as follows: Original Oratory, won by Robert Hine, Jr., Beverly Hills, California; Dramatic Reading, won by Jack Edwards, Hollywood High School, California; Debate, won by Elgin High School, Illinois; Extemporaneous Speaking, won by Reba June Long, Classen High School, Oklahoma; Humorous Declamation, won by John Parkhurst, Peoria-Central, Illinois; and Oratorical Declamation, won by Margaret Freerksen, Freeport, Illinois.

Students enlarged their circle of friendship. They received a broadening of perspective through the media of transcontinental travel, visits to museums and places of historic distinction. They realized more fully the high standards of speaking excellence that are being achieved by young people in other parts of the country. They have learned that there are 30 university scholarships available for those who make good records at the national tournament. Finally, they have gained a keener appreciation for good sportsmanship and a tolerance for the viewpoints of those who live outside their own state.

California teachers who went to Wooster, Ohio,

like their students, learned a great deal. The teachers have become aware of the rising tide of public support for speech education in other parts of the United States*.

For example, the teachers discovered that the University of Michigan aided in forming the Michigan Forensic League with a membership of 250 secondary schools, and that the Detroit Free Press, one of America's large newspapers, donated gold watches as prizes for public-speaking excellence. The teachers also learned that Oklahoma had 7,000 children participating in their state forensic tournament as against 300 who were entered in the California state speech tournament held at University of Redlands.

The California teachers returned with the conviction that, while some states have a wider program of participation in speech education than have we in the West, individual secondary schools of California are doing as fine work in the field of the speech arts as is to be found anywhere in the United States.

*As a result of the efforts of Edward J. Hummel, superintendent, Beverly Hills Unified School District, Arnold A. Bowhay, Jr., principal, Beverly Hills High School, the Beverly Hills Board of Education, and the Beverly Hills City Council, arrangements have been consummated for holding the National Speech Tournament in Beverly Hills during June, 1939.—Ed.

* * *

School Assemblies

THIS 39-page bulletin presents a variety of opinions as to the purpose, preparation, organization and production of assembly programs.

It points out that the school assembly may provide a situation from which many values may be gained — an enlargement of interests, the development of appreciations and at least the beginnings of suitable group behavior. It may vary from the informal meeting of a small group of children to discuss some common interest to a gathering of the whole school to see and hear the results of work which has been carried on for several weeks or months. If the school assembly is one of your problems this bulletin will help and interest you.

Compiled by Agnes L. Adams, National College of Education, Evanston. Contributors are Marjorie Hardy, Germantown Friends School, Germantown; Ethel C. Bratton, Ethical Culture School, New York City; Norma Jones, The Community School, St. Louis; Clara Belle Baker, National College of Education, Evanston; Pearl Merriman, State Normal School, Bellingham; Marion Carswell, Hubbard Woods School, Winnetka; Frances Ross, Shafer Boulevard School, Dayton; Hilda M. Beug, State Teachers College, Mankato, Minnesota; and J. L. Meriam, University of California at Los Angeles.

It is published by Association for Childhood Education, 1201 Sixteenth Street, N. W., Washington, D. C. Price, 35 cents.

Robert Hine, Jr.
National Oratorical
Champion
Beverly Hills High School



Jack Edwards
National Dramatic
Reading Champion
Hollywood High School



RAINY DAY

A WORTHWHILE RAINY DAY PHYSICAL EDUCATION PROGRAM

L. W. Pawek, Teacher, Physical Education, Elmhurst Junior High School, Oakland

MANY junior and senior high schools do not have a well-equipped gymnasium. Their physical education classes meet outdoors, or in a portable or tent where roll can be taken and announcements made. The remainder of the class work is carried on out-of-doors.

At Elmhurst Junior High in Oakland we have two small portables placed end-to-end giving us the boys gymnasium. Our classes cover the entire floor so that standing room is at a premium.

Rainy days, with a situation of this kind, were something to abhor, detest or even take a leave-of-absence for. Our rainy day program consisted of formal activities, such as marching, drills, calisthenics, quicking and coordinating exercises. Besides the formal work, part of the period was spent in games of competition where just a few of the boys could take part.

To relieve this situation we experienced the social dancing rage. All the boys and girls P.E. classes were sent to a large auditorium for dancing. This was very unsatisfactory, because two-thirds of the boys had to be driven to dance. We have not eliminated the dancing from our program, as each boy who so desires is given one period per week of social dancing instruction.

The boys and girls who do not care to dance that particular period may participate in a co-educational program of baseball, volleyball, paddleball, tennis, handball, etc. However, this is not a part of the rainy day program.

The Oakland schools have an excellent visual education department. The large number of 16 m.m. projectors and sound machines, with the large selection of films, make it possible for each school to obtain them. They are sent out by the school delivery.

An empty portable near the physical education gymnasium was selected for the theater. Now rainy days bring smiles to the boys at Elmhurst because they know a free worthwhile movie will be the program.

At Elmhurst every opportunity is snatched to give the students training in leadership, honesty, courage, initiative, socialization and to be good sports. With this idea in mind, each P.E. class is organized with student leaders closely supervised by the instructor.

The class is called to order by a general in charge (one of the students) who is selected by the class at the beginning of the semester. The roll-takers take the attendance and make out the absence slips. On rainy days ten minutes of snappy calisthenics are given by the general and the boys hike into the Little Theater not only for pleasure but instruction as well.

The films on posture, teeth, first aid, and care of the body, together with our health and habit cards, have brought about a definite consciousness to the students. The boys are checked several times a week on

personal cleanliness. To make the show more interesting these films are alternated with pictures on winter sports at Yosemite, Redwood Empire, Yellowstone National Park; fishing trips, wild animal life, etc.

IF the true goal to teaching success is to insure permanent retention of good habits, then more pictures should be used in P.E. classes.

* * *

Harold Bennett Brooks, principal, George Washington Junior High School, Long Beach, recently earned the degree Doctor of Education, University of Southern California School of Education. He won his bachelor's degree at Occidental College 1919 and master of arts, University of California, 1926.

Native son of Los Angeles, he graduated in 1915 from Pasadena High School; after finishing Occidental he taught in New Jersey, Long Beach and Victorville. Following graduate work at University of California he became vice-principal in his present school to which he was advanced to the principalship in 1929. His dissertation was upon secondary school cumulative records.

* * *

Elementary Principals Southern Section

PLANs for four profitable meetings of California Elementary Principals Association, Southern Section, are announced by the president, Mrs. Howardine Hoffman, supervising principal, Chino Elementary Schools. Preparations are being made to care for a record-breaking attendance at each meeting. The following schedule indicates the location of the meetings and the subjects to be discussed. All meetings will begin at 9:30 a.m. and will be followed by luncheon meetings.

October 22—Hawthorne School, Beverly Hills; subject: Pupil Guidance; speaker: Dr. Herbert Stolz of Oakland; luncheon arrangements in charge of Beverly Hills principals.

December 10—Laguna Beach; subject: The Fine Arts and the Elementary School; speaker to be announced; luncheon arrangements in charge of Orange County Principals Association.

March 18 — Palm Springs; demonstration teaching by teachers of Palm Springs; program in charge of State Department of Education; luncheon arrangements in charge of Katherine Finchy, principal, Palm Springs.

April 29—Santa Barbara; subject: New Trends in Elementary Education; speaker to be announced; luncheon arrangements in charge of Santa Barbara County principals.

Those who attended the Palm Springs meeting last spring agree that this program of meeting-places offers opportunity for stimulating and enriching experiences. Mrs. Hoffman, who attended the N.E.A. this summer, representing her organization, is an able leader. Principals of the South anticipate an inspiring year.

Name		Periods and days of P. E.	
OAKLAND PUBLIC SCHOOLS			
Boys' Health and Habit Card—Elmhurst Junior High			
Home Room and Grade	Semester and Year		Recorder
Month and Day			
Teeth Clean			
Personal Cleanliness			
Gym Suit			
Posture			
Attitude			
Age	Weight	Height	Classification
Exponents		Total	Satisfactory A Unsatisfactory X

SECONDARY SCHOOL PRINCIPALS

George J. Badura, Principal, Fortuna High School; President, Association of California Secondary School Principals

ASSOCIATION of California Secondary School Principals is organized to promote educational interests of the secondary schools of California. This includes the junior high school, the senior high school, the four-year high school, the six-year high school, the adult school, the continuation high school, the evening high school, and the junior college, as well as the elementary school with high school classes.

Open to All Interested

In accordance with the constitution of the association, membership is open to all principals of public secondary schools in California, but in practice the membership privilege has been extended to all those interested in secondary education. County superintendents of schools, city superintendents, guidance and personnel workers, vice-principals, and classroom teachers are welcomed, and are often placed upon important committees. Many libraries join, thus receiving the printed or mimeographed bulletins and reports of the association as well as the printed material of the N. E. A. Department of Secondary School Principals. The annual membership fee of \$3 which includes membership in the national department is small indeed for the printed material distributed annually.

The administrative organization of the association is unique in that every member is given an opportunity to participate in the work of the association. California is divided into 21 districts. Each district elects officers and holds meetings within the district. According to the constitution, "In each district there shall be held not less than four meetings in each year and it is recommended that the meetings be held monthly."

Each district elects a delegate to the state representative council which meets semi-annually, once in the fall at Fresno, and then again at the annual conference of Secondary School Principals. This state

representative council acts in an advisory capacity only. It does not have the power to legislate to or for the association. Recommendations from the council are submitted to the executive board. This board takes action on all recommendations or suggestions made by the state representative council or by individual members of the association and is responsible to the association for its actions.

Many active committees have been appointed by the president of the association. Some of these committees are continued from year to year, others are discharged upon the completion of an assigned project. The officers attempt to utilize the services of any member who can or will make some contribution to the association or to secondary education, on a committee.

An effort has also been made to visit each district in the association, not to present a state program, but to encourage active participation in the work of the state association by all members in each district, and thus promote the educational interest of secondary education in California.

District Visitations

Each district also acts as a discussion group of the department of secondary school principals of the National Education Association. The president of the association has been appointed state coordinator for the department of secondary school principals. In this capacity he attempts to encourage the N. E. A. discussion group plan. Principals, teachers, and other groups interested in this plan, which represents a plan or a campaign to foster organized discussions among administrators and teachers and others interested in the work of the high schools, should send to the N. E. A. Department of Secondary School Principals for the booklet, *Talking it Through*. This is a manual for discussion groups, and as such, contains excellent material.

The officers and the members of California Association of Secondary School Principals recognize that secondary school education is but one step in the educative process. Secondary education cannot and should not be divorced from elementary education, or from higher education. Therefore every effort has been made to

understand the problems confronting both elementary education and higher education, in addition to the problems confronting secondary education.

The officers of the association have voluntarily pledged themselves to a program of full cooperation and assistance to those responsible for these other steps in our educational ladder.

In return the California Association has received splendid assistance and cooperation from those responsible for elementary education and from those responsible for higher education. Such cooperation cannot fail to bring progress to the whole program of education in California.

* * *

Fundamentals of Secondary Education is a loose-leaf syllabus of 110 pages by J. Paul Leonard, associate professor of education, Stanford University, and Helen Foss Weeks, professor of education, College of William and Mary; published by World Book Company.

* * *

Southern Placement Bureau

C.T.A. Southern Section Placement Bureau, of which Carl A. Bowman is director, has been the subject of special study by a special committee appointed by executive committee of C.T.A. Southern Section.

Personnel of the special committee is, — Chairman, Lynn H. Crawford, principal, Senior High School, Santa Ana; Robert H. Blee, principal, Bishop Union High School; E. E. Ericson, Santa Barbara State College; Ada Garfield, La Mesa; Maurine Leonard, Redlands; Ida Lerner, Burbank; Percy E. Palmer, principal, Brawley Union High School; John H. Rhodes, principal, Oliveland School, Santa Paula; Morris F. Richardson, Ventura Junior High School; Helen E. Rose, Lincoln School, Corona; Frieda J. Schlink, Needles High School; J. Hampton Watts, superintendent of schools, Hermosa Beach.

The committee has published a 9-page mimeographed report distributed to schools throughout the Southern Section. The report contains much information concerning, — (1) Income and expense; (2) Number of teachers placed in positions; (3) Cost to teachers placed; (4) Cost to the bureau per teacher placed; (5) The private agency; (6) Free placement service.

The special committee has given a vote of confidence to the Southern Placement Bureau for the services rendered to teachers and administrators of schools of Southern California.

The committee recommends that the C.T.A. Southern Council go on record as urging all school people, including teachers, administrators and trustees, to encourage and support the Placement Bureau.

TEACHING TENNIS

EDUCATIONAL OBJECTIVES OBTAINABLE IN TENNIS

Arthur C. Hearn, Teacher, Coach of Tennis Team, Red Bluff Union High School, Tehama County

THE athletic activities in any school form a part of the whole educational program of that school. Obvious? Then it would seem necessarily to follow that athletic activities can be justified educationally only insofar as they contribute toward the attainment of the objectives of this program.

Many administrators complain, however, that it is almost impossible to work toward education objectives in their athletic programs, so potent are the outside influences which are difficult, if not impossible, to control. This state of affairs, unfortunately, is only too often the case, at least with reference to the more popular sports, such as basketball and football.

Tennis Has Many Assets

It is the purpose of this article to point out that a sport often neglected in the high school, tennis, offers practically unlimited possibilities for putting into practice much of the best approved educational theory, while at the same time being free from certain harmful influences pertinent to other sports.

First of all, the very fact that the general public is less interested in tennis than in some other athletic activities is a distinct asset in many respects. Nothing can be more harmful educationally than a victory-made public demanding winning teams—or else. Administrators, coaches, and players themselves are put under terrific pressure which cannot fail to take a heavy toll. And, as is usually the case, the youngster is the one who suffers most in the end—in fact any good which may have been accomplished through other educative channels might well become completely overshadowed by such an undesirable influence.

The absence of this outside pressure in tennis is advantageous in other ways. An example will illustrate. A member of last year's team said, after the first practice of the year: "Gee, we're going to have stacks of fun in tennis this spring!" He sounded a keynote in those few words. He did not say anything about winning a lot of matches. For we are able to consider victories purely as a secondary objective.

As a matter of fact, though, as psychologists have so often pointed out, we do

best those things which we like to do, and the boys have an excellent record from the won-and-lost standpoint. Still, no scalps will be demanded because of a losing team, and no boys will be censured because of a defeat or two. Instead, we are able to play for fun. There is fun on the trips to other towns, with the boys kidding each other, discussing various aspects of the game, and arguing over which creamery will get their trade when they gather for the inevitable post-mortems after the matches are over.

The fun and informality continue even during the matches themselves. The rivals regard each other as friends with a common interest. Ultimate victory, although naturally a much-sought-after honor, is not the sole impelling drive that pushes all else aside. In fact, I recall an incident last year in which a set was lost because one of the boys insisted upon "playing over" a point on which he thought the official had erred.

On another occasion, a match was being played under a broiling sun, and the courts reflected still more heat, to make playing conditions very trying. One of the boys reached the verge of exhaustion near the end of the match. Instead of being urged on to do or die for alma mater, the boy was able to stop, at the suggestion of his opponent, with arrangements being made to resume the contest at a later time.

A CRITICISM often made of tennis is that it is by its very nature an individual game, and therefore does not promote the ideal of team play to the extent that other sports do. This statement is to a large degree true, but the fact that tennis is an individual game gives it certain recommendations that it would not otherwise enjoy. Present social trends make it apparent that in the future we are to have on our hands a greater amount of leisure time. We also know that a certain amount of activity is desirable for the individual after his school days are at an end. In both situations, tennis can supply the outlet where most team games are out of the question. And as a final point in answer to the critics, it should be mentioned that often a game of "doubles" furnishes as fine an example of teamwork as one would care to see.

An incident will illustrate another point in favor of an individual game. Early last season one of our boys had a particularly obnoxious habit of alibying when things

were not going his way, and of assigning the blame to someone else whenever possible. This boy was in a very close match, and he had made several poor shots in succession. Suddenly he stopped, looked around as if in search of a scapegoat, examined his racket carefully only to discover it to be in perfect condition, and then, after a pause, appearing all of a sudden to have come to the realization that he, and he alone, was responsible for his actions, assumed a determined attitude in manner and expression, and went on ultimately to win. Since then there have been unmistakable symptoms of this practical lesson in self-reliance serving this boy in other aspects of his everyday life.

AND so it would appear that athletic programs do have great possibilities, after all. In passing, a word might be said about the "win at any cost" attitude toward sports which exists in some communities. What can be done about this unfortunate situation? It seems obvious that these communities must be made aware of the educational goals which the school is trying to attain. It is true that in many cases the present constituency of a town is very hard, if not impossible, to influence in this respect. However, the realization that the high school students of today will become the policy-forming citizenry of tomorrow perhaps contains the clue to our ultimate procedure.

It would seem that if our schools ever allow a class to graduate without having given its members among other things a certain appreciation and understanding of the educational setup in a democracy — what we are trying to do and how we are trying to do it — we are not only overlooking an opportunity which we are in a peculiarly advantageous position to grasp, but are in fact failing to carry out an obligation implied among our responsibilities as members of the teaching profession.

* * *

California League of Women Voters with headquarters at room 315 Salinas National Bank Building, Salinas, issues a valuable and well-edited bulletin, now in its 13th volume. Mrs. C. L. Voss is president of the League, executive secretary is Miss E. Lamson, and editor is Miss Orre B. Haseltine.

* * *

The children of Perry Elementary School, Redondo Beach, publish a school paper, now in its fifth volume, called Perry Broadcaster. The June issue cover is adorned by a photograph of the graduating class. Editor is Dorothy Ward; principal is William E. Brown.

WHO SHOULD FAIL?

Ernest G. Bishop, McKinley Junior High School, Pasadena

GRADUATION night! The earnest speaker extols at length the triumphs and achievements of the class sitting before him. In his eulogy he declares that by unremitting toil and steadfast industry the members of the class have reached the shining heights, and are now about to receive the well-merited accolade of success. The graduates are urged to continue their triumphal march and secure their richly-deserved reward by going forth and conquering the world.

As some such theme as "Labor overcomes everything" or "Through hardships to victory" has been the lodestar throughout the school years, so will it continue to be throughout a life destined to be crowned with an unbroken series of victories and successes.

It is all heartening, but at the same time there are some rather ironic elements in the picture. All of us well know that certain members of that particular class — just like any other class — in no way deserve the honors and encomiums thrust upon them. These are the loafers, the chisellers, the ever weak and weary, who by the exercise of their wits or by the will of a benign faculty managed to come in under the wire. And yet this undeserving minority accepts its share of the honors earned by the class coolly and casually as something due it.

Who Bothers in Real Life?

Some educators insist that the lack of will to achieve is the result of the failure of the school to appeal to the special interests of the individual. However, to succeed in appealing to the dull, the indifferent, the inert, and in general to those limited in ideas, outlook, and interests is a large task in itself. In actual life who is going to bother to do so?

On the other hand, the pupil who seriously and earnestly tries to accomplish what is obviously beyond his

capacity to achieve is certainly entitled to some recognition — a certificate, perhaps, but not a diploma.

It was a startling revelation to me a few years ago when I asked a few shiftless incompetents to stand before the class and explain why they deserved to pass. They hardly had time to do so before their classmates came to the defense and voiced an unanimous opinion that no one should be asked to work who desired no higher mark than a passing grade. This reaction was prompted by a definite group loyalty, but at the same time gave support and encouragement to weaklings who would later learn in the hard school of life that which much less painfully could be acquired in the classroom.

Some educators advance the theory that by insulating all pupils against failure such a confidence and will to achieve would be developed that the power generated therefrom would carry the individual safely and successfully through the conflicts and vicissitudes of life — certainly a magnificent idea if it would actually work.

However, I cannot see how passing all pupils, regardless of attitude or attainment, is altogether a justifiable procedure. The school is certainly not approximating a life situation when this is done, for the world does not guarantee success to any one. In the school set-up there should be a definite challenge to call out the best in each individual. When the pupil is made to realize that he is responsible for his own acts, that he must achieve according to his ability, and that it is possible for him to fail if he does not make a definite effort, the chances are, in a majority of cases, he will accept the challenge and strive to do what is expected of him.

IN short, no pupil should be informed that school and society have combined to insure him against failure. Nevertheless, the number of

failures should be kept at a minimum. Well do we know that re-educating repeaters is costly to the taxpayer; likewise repeaters are a wearisome burden to the teacher, since their former exposure to subject-matter materials has been just sufficient to dull the fine edge of interest and attention and to quench any spark of enthusiasm that might exist.

* * *

An Interesting Hobby

Sally Moore, Age 11, Grade 6A, Hawthorne School, San Luis Obispo; Bertha M. Hampton, Teacher

HAVE you an avocation? H. B. Reed, custodian of Hawthorne School, San Luis Obispo, has a very interesting one. Every week-end Mr. Reed and his wife go over hills and into valleys hunting for wild flowers.

When he gets a new kind of flower, he mounts it, photographs it, then paints it in its natural color. He has a secret formula for his water-color paints in order to tint



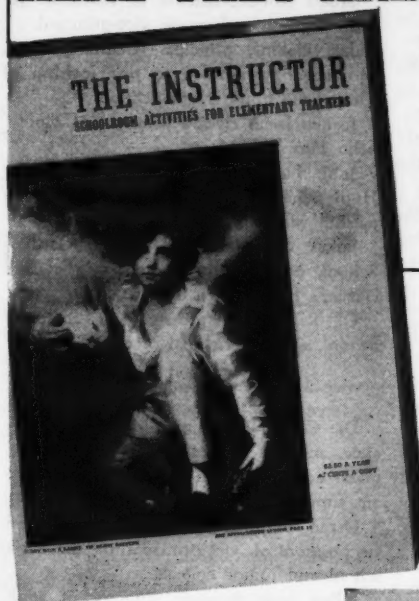
Reproduction in black and white of Mr. Reed's photograph of Fairy Lantern blossoms

over the bright, slick surface of the photograph. He now has pictures representing over 29 different flower families and 72 varieties of wild flowers.

He recently brought to school a wicker table with a glass top. Underneath the glass were 75 photographs of flowers he had collected and painted in their natural colors. It made a lovely exhibit and the children enjoyed it very much.

New Ideas?

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From the Editor

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Arden Owen

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RECENT CHANGES

IN CALIFORNIA SCHOOL POSITIONS

Southern California

**Carl A. Bowman, Director of Placement,
Southern Section, Los Angeles**

Imperial County

In Brawley School District, Mable Lou Beckwith, vice-principal of Barbara Worth and Ruth Reid Schools, promoted to the position of supervising principal of those schools; Elbert H. Ebersole succeeds her as vice-principal.

Merrill V. Goudie, principal of Bard School, elected vice-principal of Miguel Hidalgo School, Brawley.

Mertice M. Varner elected music supervisor, Brawley, and Honora Childers, instructor, Witter School, Brawley, to the position of physical education supervisor.

John Allen Fitz, of Red Bluffs High School, elected as high school supervisor, Imperial County.

Inyo County

Edward Ohanesian, principal, Keeler School, elected principal of Lone Pine Elementary School.

Los Angeles County

C. C. Carpenter, superintendent of schools, Paso Robles, elected district superintendent of secondary schools, Downey.

William G. Le Berge, principal, Miguel Hidalgo School, Brawley, elected superintendent of schools, Rosemead.

Harry P. McCandless, chief administrator, promoted to superintendent of schools, Redondo Beach.

Edward V. Murphy, principal Great Western School, Reedley, elected principal Garvey School.

Herman A. Buckner, district superintendent of Hawthorne schools, elected principal of Taft Union High School.

Frederick F. Martin, city superintendent of schools, Redondo Beach, accepted the position of city superintendent of schools, including elementary and high school, at Chico.

Frank F. Otto, district superintendent, Downey Secondary Schools, elected superintendent of schools, Paso Robles.

Dan T. Williams, principal, Taft Union High School, elected district superintendent at Hawthorne.

In Ranchito School District, James Dwight Cate, supervising principal, promoted to district superintendent; Clarence Niedermeyer, vice-principal of Barstow Elementary School, elected principal of Pio Pico School; and Dwight DuBois chosen for principal of North Ranchito School.

Dorothy Davidson, teacher in Loma Vista School, South Whittier School District, promoted to the principalship of the school.

Mildred Undine Frazee, appointed part-time elementary supervisor in the Norwalk School District.

Dr. Elmer C. Sandmeyer, dean of men, Santa Monica Junior College, elected curriculum counselor, elementary and high schools, Santa Monica.

Helen Rose Sheehan, teacher in North School, Hermosa Beach, promoted to principal of the school, to succeed Mrs. Alice Wilson, retired.

Arthur L. Young, teacher in Redondo Union High School, made vice-principal.

In the Compton City Schools, Thomas J. Woodward, principal, Theodore Roosevelt School, promoted to assistant superintendent, and Rosalie Carrington appointed director of music.

Rae E. Cargille, teacher, Roosevelt Junior High School, Compton, made boys vice-principal at Lynwood Junior High school.

Lucile Tombs, teacher, Excelsior Union High School, Norwalk, made dean of girls.

Verne R. Ross, who during 1937-38 held an exchange position as vice-principal of Technical High School in Springfield, Massachusetts, elected vice-principal of the Covina Union High School.

Sue R. Erwin, vice-principal, Temple School, promoted to the principalship.

Ralph S. Fesler of Keppel Union School, elected principal of Palmdale Elementary School.

Everett T. Calvert, supervisor of research and guidance, Kern County, elected to the position of principal of George Washington School, Pasadena.

Glendale

Dr. Willard S. Ford, chief deputy superintendent, Los Angeles City Schools, elected superintendent of schools, to succeed Dr. Norman R. Whytock, who died during the 1937-38 school year.

Lois H. Flint, dean of women and teacher in Illinois Wesleyan University, elected to a similar position in Glendale Junior College.

Joanna Heideman, vice-principal, Theodore Roosevelt Junior High School, promoted to the principalship.

Frank Martin Gulick, teacher in Glendale High School, chosen director of curriculum.

C. Lorene Fritch, dean of women, Glendale Junior College, made director of research.

Montebello Unified School District

George Schurr promoted from vice-principal of the high school to business manager of the entire school district.

Trent Steele, teacher in the high school, promoted to vice-principalship.

Stuart Rough, teacher in Eastmont Junior High School, made vice-principal.

Lee Collins, principal, Central School, Montebello, promoted to principalship of Montebello Junior High School.

Joshua Jones elected principal of Montebello Park School.

John Fiscus, from Willowbrook Junior High School, Compton, elected to principalship of Laguna School.

James Wise, principal, Winter Gardens School, promoted to principalship of Bell Gardens Junior High School.

O. K. Wood, principal of Ranchito School, elected principal of Vail School.

Pomona

Dr. Clifton C. Winn, director of guidance and teacher in the junior college, given additional duties and title of assistant superintendent of schools.

Oscar H. Edinger, Jr., teacher, promoted to position of vice-principal of the high school and junior college.

Julian Link Brannan, director of adult education, elected principal of the evening high school.

Orange County

Fred W. Bewley, teacher in Intermediate School, Orange, elected principal of Lydia D. Killefer School, to succeed Lydia D. Killefer, retired after 43 years of teaching in the Orange School District, 26 years of which she was a principal.

Reylas J. Perry, teacher in Grand Avenue School, Buena Park, promoted to principalship of the school.

Howard Nordstrom, teacher, made principal of Bradford Avenue School, Placentia.

Stanley Kurtz, principal of Lincoln School, El Modena, chosen principal of Centralia School.

Peter Harvey Pendleton, vice-principal of South Whittier School, elected principal of Orangethorpe School.

Riverside County

Dr. Ernest E. Ortel elected district superintendent of Hemet Schools, to succeed Paul G. Ward, retired.

Zafon A. Hartman, principal, Mound School, elected principal of Hemet Junior High School.

Morris F. Richardson, teacher in Ventura Junior High School, chosen principal of Palm Springs Branch of Banning High School.

Dale Glick, from Tulare County, elected principal of Corona High School.

San Bernardino County

Bruce Miller, principal of Bradford Avenue School, Placentia, elected principal of the Junior High School at Ontario.

Gretchen Wulff, director of elementary education, San Jose, chosen for a similar position at Redlands.

San Diego County

Dr. Ralph I. Hale, of Atascadero, elected principal of Oceanside-Carlsbad Union High School and Junior College.

Gordon K. Wells elected principal of San Dieguito Elementary School.

LeRoy Allison, from Nebraska, elected to vice-principalship of Sweetwater Union High School.

C. Darsie Anderson, dean of boys and teacher, Sweetwater Union High School, elected vice-principal of Vista Unified District.

Evelyn Miller, dean of women, University of Idaho, chosen dean of women at San Diego State College.

San Diego City

Dr. Ivan A. Booker, exchange from Washington, D. C., made research and administrative assistant.

Jay D. Conner, director of elementary education, made assistant superintendent.

Harry A. Tiemann made director of vocational education.

Charles J. Falk, teacher, promoted to principalship, Memorial Evening High School.

James B. Lane, teacher, promoted to principalship, Chollas School.

Mrs. Martha K. McIntosh, teacher, promoted to principalship, Encanto School.

Mrs. Mary I. McMullen, dean of women, San Diego State College, elected dean of women, La Jolla Junior-Senior High School.

Joseph C. Robinson, teacher, promoted to principalship, Mission Beach School.

Santa Barbara County

Albert E. Southworth, vice-principal and teacher, Carpinteria Union High School, promoted to position of district superintendent; Ruth Foreman, teacher, promoted to the vice-principalship.

Lucie Pfleger, teacher in Ellwood Union School, promoted to principalship of that school.

Olga Reed, teacher, promoted to principalship of Summerland School.

Ventura County

Paul Koeker, principal of Isbell School, Santa Paula, elected district superintendent, Briggs-Olivelihoods School District.

Lillian Bancroft, teacher, Sespe Street School, Fillmore, elevated to vice-principalship of that school.

Glen R. Phillips, vice-principal, Mountain View School, Fillmore, promoted to the principalship.

T. M. Robinson, principal of May Henning School, Ventura, chosen principal of Mound School District.

Daniel E. Stern, teacher, Simi Elementary School, made vice-principal of Del Mar School, Mound School District.

E. T. Patterson, attendance supervisor, Ventura, elected principal, May Henning School, Ventura.

Raymond Emery Denlay, from Carmichael School, Sacramento, elected principal of Isbell School, Santa Paula.

Jesse M. Hawley, district superintendent, Carpinteria Union High School, chosen principal of Fillmore High School.

D. R. Henry, principal, Ventura Senior High-Junior College, made district superintendent, Ventura Union High School District, to continue also in his position as principal.

G. L. Ogden, principal, Corona Union High School, Corona, elected principal of Ventura Junior High School.

W. Fred Newcomb, supervisor, Ventura County Office, chosen vice-principal of Ventura Junior High School.

Persis Hamilton, teacher, Ventura Junior High School, made supervisor, Office of the County Superintendent of Schools, Ventura.

Joseph F. White, vice-principal and teacher in Woodrow Wilson School, Oxnard, appointed supervisor, Ventura County Office.

Perry H. Benson, principal of Fillmore Union High School, elected to principalship of high school at Tehachapi.

* * *

Northern California

Earl G. Gridley, Manager, C. T. A. Placement Bureau

Roy Gilstrap, principal, Templeton High School, resigned to accept principalship of Atascadero High School; Dr. Ralph Hale, district superintendent, Atascadero Schools, resigned to accept principalship of Oceanside Schools; Vernon Stoltz, from Jackson, accepted principalship of Templeton High School.

H. A. Spindt, resigned principalship of Bakersfield High School and Junior College, to accept position as appointment secretary, University of California, Berkeley and Los Angeles.

Dr. Thomas Nelson, district superintendent

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ent, Yuba City Schools, resigned to accept principalship of the Bakersfield High School and Junior College.

Marion McCart, principal, Corning High School, resigned to accept principalship of Yuba City High School.

Axel Jensen, principal, Le Grand High School, resigned to accept principalship of Corning High School.

Lester Odgen, from Santa Rosa High School, resigned to accept principalship of Le Grand High School.

Edgar Barkley, from Shandon High School, accepted principalship of Denair High School.

Irving Elliott, from Alturas High School, resigned to accept principalship of Etna High School; H. Rode, retired.

Albert Nelson, teacher, Washington Union High School, Fresno, has been promoted to the principalship.

Walter Gass, from Stanford University, has accepted principalship of Hoopa High School.

Everett Ellis, principal, Mt. Shasta High School, resigned to accept principalship—new position—of Lindsay High School.

Leon Lee, teacher, Livingston High School, has been promoted to the principalship.

Frederick Bunge, from Sanger, has ac-

C. T. A. HONOR SCHOOLS

SCHOOL STAFFS 100 PER CENT ENROLLED FOR 1938
IN CALIFORNIA TEACHERS ASSOCIATION

Southern Section

Imperial County—Ogilby.

Los Angeles County—Antelope, Del Sur, Fairmont, La Verne Heights, Rosemead, San Gabriel: Washington, Roosevelt, Wilson.

Riverside County—Indio.

San Bernardino County—Alta Loma, Big Bear Lake, Cram District, Crest Forest, Dag-

gett, Harper Lake, Hinkley, Los Flores, Mountain View, Mission, Oak Glen, Oro Grande, San Salvador, Terrace Union, Todd, Trona, Yermo, Yucaipa.

Santa Barbara County—Carpinteria: Main School.

Ventura County—Moorpark Union High, Santa Paula: Isbell School.

cepted principalship of McArthur High School.

F. F. Martin, from Redondo Beach, has accepted superintendency of Chico schools.

Robert Henry, from Patterson High School, elected principal of Tuolumne High School.

Lloyd Wood, principal, of Campbell High School, elected principal of Santa Rosa High School.

W. H. Van Dyke, from Petaluma High School, elected principal of Campbell High School.

Walter Patchett, principal, Santa Rosa High School, elected principal, State Polytechnic School, San Luis Obispo.

Emil Buchser elected principal of Santa Clara High School.

C. C. Carpenter, district superintendent of schools, Paso Robles, elected principal of Downey High School.

Frank Otto, from Downey, elected principal, of Paso Robles High School.

P. H. Benson, district superintendent of schools, Fillmore, elected principal Tehachapi High School.

D. T. Williams, principal, Taft High School, elected district superintendent of schools, Hawthorne School District.

Herman A. Buckner, district superintendent of Hawthorne Schools, elected to Taft High School principalship.

Vernon Tolle elected head of teacher training department, Humboldt State College, Arcata.

H. R. Spiess elected superintendent, Grass Valley Schools.

Gilbert T. Tennis elected principal, Grass Valley High School.

Elementary School Principalships

O. H. Olson, from Burlingame, to principalship, Menlo Park Elementary Schools.

William Dresbach, from Monterey, to principalship, Pescadero Elementary School.

William Woolworth, from Albany High School, to principalship of Cornell Elementary School, Albany.

John Duncan, from Moreland School, to principalship of Galt Elementary School.

Kenneth Glines from principalship of Cornell Elementary School, to principalship, Mt. Shasta Elementary School.

Raymond Denlay accepted principalship, Isbell Elementary School, Santa Paula.

Clark N. Robinson, from Pendleton, Oregon, accepted a position as supervising principal in San Mateo Elementary Schools.

Harold P. Brome, from Arizona, accepted position as supervising principal in San Mateo Elementary Schools.

Jack Prouty accepted principalship of Irvington Elementary School.

Berkeley

D. L. Hennessey appointed to vocational education supervision with the state Department of Education. Elwin J. Le Tendre, principal, Garfield Junior High School. Robert Rushforth, principal, Cragmont Elementary School. May C. Wade, retired. A. B. Campbell, assistant superintendent of schools. Morris E. James, elected superintendent emeritus. Sue J. Irwin, principal, McKinley High School. Stanley E. Sworder, principal, Berkeley Evening High School. Oliver C. Lawson, principal, Thousand Oaks Elementary School. Alfred C. Baxter, principal, Columbus School.

Oakland

John Soelberg, principal, Westlake Junior High School. Rex H. Turner, principal, Fremont High School. H. D. Brasefield, retired. Dan Gilson, principal, Longfellow School. Paul Martin, retired. Leo Taylor elected part-time principal, Bella Vista School and part-time research assistant. Margaret I. Poore, retired. Samuel Daugherty, principal, Oakland Evening High School.


Others

Paul H. Hungerford promoted to vice-principalship of Polytechnic High School, San Francisco, in place of Paul J. Mohr, retired.

Allan F. Locke, former principal of McKinley School, Vallejo, promoted to principalship of Vallejo Junior High School, in place of J. P. Utter, deceased. Carl B. Manner, former principal at Lincoln School, promoted to the principalship of McKinley School. Lee Dean, former teacher at Vallejo Junior High School, promoted to the principalship of Lincoln School.

Hugh S. Falconer, former principal of

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The New WEBSTER'S COLLEGIATE FIFTH EDITION

Fremont School, Santa Clara, elected principal of intermediate, evening and part-time schools, Santa Clara. Robert M. Moore, teacher at the High School, has been elected principal of Fremont School, Santa Clara.

Wilbur E. Moser from Burlingame, elected principal of Pittsburg Evening High School. Milfred Schafer, teacher at Pittsburg High School, elected principal of Pittsburg Grammar School.

Blanche Kent, former elementary supervisor at Ohio State University School, has been appointed supervisor of kindergartens and primary grades in Oakland to succeed Ida Vandergaw, retired. Alice Schoelkopf, from Lincoln School, New York City, has been appointed supervisor of art in Oakland Secondary Schools.

Frank G. Adams, former vice-principal at Roosevelt High School, Oakland, has been appointed vice-principal at Oakland High School. William H. McMaster, former vice-principal at Castlemont High and Elmhurst Junior High Schools, has been appointed vice-principal at Roosevelt High School. Mrs. Mary J. Mathews has been promoted to teacher-in-charge of Bella Vista School under Principal Leo Taylor. David P. Snyder promoted to supervisor of boys physical education in junior and senior high schools and director of O.A.L. activities. Ernest E. Vosper appointed full-time vice-principal and dean of boys at San Leandro High School.

A. J. Trout elected principal, Morro Bay Elementary School.

Leil L. Young elected superintendent, San Mateo city schools; George W. Hall, retired.

* * *

The Perfect Pupil

(Continued from Page 13)

53. Is not teacher's pet
54. Is courageous
55. Can spell well
56. Doesn't waste money
57. Is patient
58. Is attractive
59. Plays a musical instrument
60. Doesn't "apple polish"
61. Is sincere
62. Is not catty, gossip, or jealous
63. Has several hobbies
64. Likes athletics
65. Is optimistic
66. Is rarely absent
67. Doesn't leave books, papers, or other materials in his locker or at home
68. Settles down to work as soon as the bell rings
69. Asks intelligent questions in class
70. Speaks clearly and distinctly at all times
71. Doesn't show off what he knows
72. Works without constant supervision
73. Organizes his work systematically and economically
74. Does not whisper, yawn, snifle, laugh vacantly or make what he thinks are smart remarks
75. Follows directions carefully and explicitly
76. Is industrious and persevering
77. Applies what he has previously learned
78. Makes neat, usable notes

79. Regards homework as a sacred, occasional necessity
80. Writes legibly or typewrites when possible
81. Tries to remember what he hears
82. Has initiative and resourcefulness
83. Keeps his books and equipment in order in order
84. Is modest
85. Watches his personal habits and appearance closely
86. Reads worthwhile books and magazines of his own accord
87. Prefers the library to the sidewalk or alley
88. Uses study periods for study
89. Appreciates outstanding motion pictures and plays
90. Is loyal
91. Thinks seriously about his future
92. Attempts to improve his personality
93. Never gives up
94. Has a personal philosophy of life
95. Has his own code of ethics
96. Has a frank, open character
97. Has contagious enthusiasm
98. Is idealistic but practical

99. Is full of original ideas
100. Prepares systematically for good citizenship

* * *

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Principal and New Teacher

(Continued from Page 14)

product, as far as teaching is concerned, though too many principals assume this to be true.

The young teachers' first years actually in the teaching field, are the vital ones, the ones in which his whole outlook in education is molded, in which proper or improper concepts are formed, in which he learns to contribute much, or nothing at all. And the chief guide must be his principal. The young teacher comes to the school enthusiastic, open-minded, and looks to the principal for his guidance.

Particular abilities should be discovered, developed. Weaknesses should be discussed and practical suggestions offered. Demonstration teaching, visiting of other schools and classes should be provided and close supervision given as long as the young teacher wants and needs it. The principal can reach an understanding of the young teacher easily, if he so wishes, and with that understanding, can capitalize on the youthful enthusiasm by issuing a real challenge, which the young teacher is only too proud to accept.

Improvement of the young teacher means an ever-increasing splendid corps of teachers and no principal who fails in his obligation to education in the United States in this particular phase, is worthy of his title or position.

True enough, the principal's duties are broad, far-reaching. The actual administration of the school, classification, interpretation of administrative policies, community activities, supervision of the whole teaching staff, and many others, are important, take time and are necessary to the welfare of the school. But another major duty of the principal is responsibility for the welfare of the teacher new to his school. It is too important to educational progress as a whole, to be neglected.

* * *

Migratory Children

(Continued from Page 12)

comprehension, but they are also 1 year 4 months older than the regular group, so in reality they are 2 years 7 months retarded. How much of this is due to the transient life they lead, and how much due to their inferior native ability (see Table II), cannot be said.

It would seem from a study of Tables I and IV, that academic accomplishment has been a more important factor in determining promotion than such factors as age, social maturity, and physical development. Whether or not this was justifiable is, of course, questionable.

Table III indicates that there was practi-

cally no difference between the groups in their readiness for reading; however, the regular group was 4 months younger.

To what extent accomplishment in the regular group has been affected by the fact that migratory and regular children were placed in the same classrooms, cannot be said, but it is almost certain that such conditions tend to retard the entire group, due to the great accomplishment range in each room and the over-crowded conditions.

It may be seen from Table V that the foreign language problem has not been made more acute by the present migratory conditions in Kern County. This is in contrast to the situation a few years ago when the transients were largely Mexicans. While we cannot say that the present transient children present foreign language problems, their social background and vocabularies in many instances, are so different and so limited that progress in school is probably affected for some time after their arrival.

Conditions indicated above have created many problems in social and academic adjustment. A program of guidance aimed to minimize these problems is being carried out.

* * *

The Instructor, a magazine of school-room activities for elementary teachers, issued by F. A. Owen Publishing Company, Dansville, New York, announces that Helen Heffernan, of California State Department of Education, is serving on its editorial advisory board for the present school year. Helen Mildred Owen is managing editor of the Instructor.

* * *

The Kelly Community, a survey by students of Thomas Kelly High School, 4130 South California Avenue, Chicago, (Isabella Dolton, principal) a large handsome 64-page bulletin, with many illustrations and charts, comprises the interesting results of a 2½-year study by the students themselves. Published as an educational project, this praiseworthy survey covers the geographic, historical background, transportation, industrial and commercial developments, community servants, churches and schools of the Kelly area. Price 50 cents.

* * *

Silver Burdett Company is issuing a series of stories of great operas. Carmen and Aida have already appeared, to be followed by numerous others. Adaptations of these classic opera stories have been made by Robert Lawrence, illustrated by Barry Bart. In vocabulary and story development the books are designed for intermediate grades through junior high school.

Dr. J. L. Meriam, professor of education, University of California at Los Angeles, is author of *Learning English Incidentally: A Study of Bilingual Children*, bulletin 1937, no. 15, U. S. Office of Education; 110 pages. Dr. Meriam was administrator of the local project and faculty study supervisor. This bulletin reports a successful experiment in educating children of Mexican extraction, extending over a period of years.

* * *

Let's Go to School

INTEGRATIVE experiences in a public elementary school are strikingly and competently described and interpreted by four San Jose school-people, in a beautiful volume of 440 pages, profusely illustrated, and published by McGraw-Hill Book Company.

The authors, Albion H. Horrall, assistant superintendent of schools, and Lydia E. Codone, Mabel S. Willson and Leah Smith Rhodes, teachers in Lincoln school, San Jose, by a unique and effective method of presentation, show numerous actual classroom situations with clarity and detail. Professor Harold Benjamin, University of Colorado, as editor of McGraw Hill Series in Education, has contributed an illuminating editorial introduction.

Los Angeles School Journal

LOS ANGELES School Journal, 847 South Grand Avenue, has been published weekly since 1917 by the Education Associations of Los Angeles.

Former editor, John Allan Smith, is now in Europe. New editor-in-chief is Elbert D. Phillips, connected with attendance and employment of minors section, Los Angeles city schools, and formerly superintendent of schools, Corona.

Mrs. Ida M. Sutherland, elementary teacher and speech correction instructor, and Loretta A. Hickey, in the health service section, have been appointed assistant editors. J. P. Inglis, principal of Fremont High School, will be president of the board of directors. Journal secretary is Kathryn H. Adams.

* * *

At Covina Union High School the Associated Students publish a praiseworthy annual, *The Cardinal*. The 1938 edition is dedicated to Principal Ben S. Millikan on his twentieth anniversary as superintendent of the school.

This school has three boards of trustees—Covina Union High, Covina City, and West Covina City. Mr. Millikan is known throughout California as an able and progressive administrator.

Ida May Lovejoy of San Diego, of whom an account appears elsewhere in this issue, was elected Western Vice-President of National League of Teachers Associations, succeeding Helen F. Holt of Alameda, who is N.E.A. Director for California.

* * *

New president of University of Redlands is Dr. Elam J. Anderson, former president, Linfield College, Oregon, succeeding Herbert Eugene Marsh, acting president. Dr. Anderson was an active member of Oregon State Teachers Association and served for several years as chairman of its department of higher education.

* * *

Caxton Printers have another worthwhile addition to their growing list of excellent publications. Ivor Manalee is a significant contribution of material which can very well be read by anyone interested in the diary of a high school girl. The diary begins with impressions and day-to-day notations of sophomore days in an Illinois high school. It gives vivid pictures of school and home life, vacations in Colorado, and intimate schoolgirl thoughts as well. Those interested in American life will enjoy this phase of the experience of a fine young woman. It is edited by Iva Dozier Patterson.

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ADULT EDUCATION

*Dr. George C. Mann, Chief, Division of Adult and Continuation Education,
California State Department of Education*

THE genius of adult education is that it deals with the problems of today rather than with preparation for the future. Adult education itself is not new but the best form of adult education has dealt always with the new problems which were brought about by the impact of events of a particular period.

If we could go back 150 years we would find a discussion group that was having probably the greatest influence on formulating our particular theory of democracy. Without going into detail as to the influence that this group had. We can simply name some members of this group who were studying and discussing the philosophy of government in the little college of Williamsburg, Virginia. Some of these men were George Washington, Thomas Jefferson, James Madison, James Monroe, John Marshall.

As we come down through the time that our government has been in existence we find pertinent problems being discussed in our forerunners of our program of adult education: the chautauqua, the lyceum, churches, libraries, social organizations, service clubs, parent-teacher groups, League of Women Voters, American Association of University Women, public schools. Probably all of these organizations have done great and noble work.

When we come down to our times, we have our own problems and all of these institutions, all of the social organizations, the public schools, must coordinate their activities to build the type of program of adult education which seems to be the only medium through which we may solve the present problems that surround us.

What is the particular job that

faces us? It is not our task to attempt to determine what is a good social order and educate toward that order. It is not our task alone to educate people in the field of political science; it is not our job to educate on plans to re-distribute wealth.

It is our job to educate the whole man so that we may have an effective thinking citizenship. And what does this involve?

First, we have the huge task of preparing in California 200,000-300,000 people for adult education; 100,000-200,000 confessed illiterates and probably 200,000 more who have not sufficient understanding and the ordinary reasoning ability to understand information they receive through the various sources of information.

Make Social Literates

This job must be done before we can hope to reach the second objective of making all people socially literate, making people who can understand propaganda, making people who have mature minds.

We should follow this with the type of education which will insure that our next generation will be better educated than our present generation. The only way that progress is made is that our next generation shall be better than this and the succeeding generations will be better than their ancestors.

We must follow this with a real program of health education; not physical education alone, nor recreational education alone, but there must be a scientific program developed for the education of adults to the knowledge of what is best for them in their physical life.

And then we want mature minds. We want people with common interest. We do not want that interest to be the commonplace. We want to democratize culture so that the influence on the great mass of adults will not be that of the commonplace.

Then we want people to have the skills, the knowledge that will enable them to bear their own economic weight, when through adult education, and probably through adult education only, will we reach that time

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when all adults have an opportunity to work.

When we come to set up such a program, we cannot be content that California has a large state-supported program. With the increasing mobility of our population, we cannot succeed if we have adult education in a few scattered states and in a few scattered communities. It is in the long run essential to the success of our adult program that adult education be extended to all parts of the nation.

WHEN we come to set up such a program we must feel free to depart from traditional lines. Free public instruction for adults has everywhere followed the traditional forms of public school organization.

In California this instruction is given by the public schools in evening classes and in special day classes. The regular class program in which there are enrolled 350,000 and the Emergency Education Program with 150,000 class enrollments, mark an advanced station on the path of adult education's progress as a state function in California.

It is natural that public adult education should have followed the path of the public schools, and the citizens of the state may be proud of the breadth and excellence of their educational program for adults. We may well consider from time to time whether the program for adults is following too closely the course of tradition, whether it may reasonably depart from traditional lines. The half-million adults enrolled in evening school classes represent that element of the population with the leisure and the unconflicting intellectual desires so necessary to regular class attendance over any long period of time.

There may be a million other adults in California who want to learn and begin to master subjects in science, vocational education, in buying and other arts of the consumer, and many other fields of knowledge. To citizens who find themselves in this group, the State Department of Education and other public educational authorities seem to have as much responsibility as to those who can regularly attend classes.

For this reason, the State Department of Education should be concerned not only with organized classes and groups and the adult schools, but should be interested in the education of all adult citizens within the boundaries of the state.

Every leader and every agency of adult education, therefore, should have an interest in using every effective device that may be used to make our adult citizens aware of the problems which are around us and to develop an instructive critical thinking attitude on the part of all citizens to the end that a solution may be found.

The public schools will accept the challenge to assume leadership in getting this job done.



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EDUCATION AT THE FAIR

EDUCATION AT THE GOLDEN GATE INTERNATIONAL EXPOSITION

Arthur Henry Chamberlain, Administrator

EDUCATION at the Golden Gate International Exposition in 1939 is to be shown under auspices of the California Commission, appointed by Governor Merriam.

At its 1937 session, the State Legislature authorized the appointment of this commission and appropriated for all purposes of state participation, the sum of \$5,000,000.

Although the school forces have not secured from this appropriation as large an allocation as they had anticipated for an educational showing and for the erection of an education building yet, with the amount now available, an administrator has been appointed and a program is being developed, which, it is thought, will make the wisest use possible of the available fund.

Some months ago a state-wide committee* of school people was named by the chairman of the State Commission, Honorable F. A. McAuliffe, to act in an advisory capacity on behalf of the educational interests of the state.

It is generally agreed that for an international exposition, to be open the major part of the year, the static exhibits should not occupy first place. Written papers, drawings, note-books, and the like should be displaced in large part by the live dynamic type of exhibit, though it is understood that the basic elementary studies should remain an essential and necessary part of the plan.

The theme of the program is *Interpreting Modern Trends in Education*. Within the limits of time and the funds available, the exhibits, displays and activities of school work will be those that best illustrate the trends in modern education, from the nursery school through the junior college, and on to the university. With the exhibits as background, there will be schedules of student competitions, radio dramas, musical productions and festivals, motion-pictures, and a series of forums and discussion groups. In addition, there will be institutes, lectures and public meetings.

The plan permits the participation of education broadly under several major classifica-

tions, these to be amplified by additional special features:

1. Exhibits, displays, and demonstrations
2. Student competitions in debating, oratoricals, music, essay writing, and like activities
3. Festivals, pageants, and musical productions put on by students of various schools
4. Motion-pictures illustrative of the school program and activities
5. Radio dramas of plays, historical episodes and the like
6. Institutes, conventions, public meetings, and lectures
7. Discussion groups, conferences, and forums

ANNOUNCEMENTS of student contests will induce students, classes, and schools to enter and join in the finals during the fair. Competent juries will decide the merits of the competitions and prizes will be awarded. Schools should at once prepare for entering into these various contests. They will include individuals and teams from the elementary, junior high, high school, junior college and state college levels.

Festivals and Pageants

It is hoped to present several festivals and pageants. These productions involve careful planning and call for research in design, costuming, stagecraft, and musical renditions. The pageants feature literary and historical episodes and call for varied abilities on the part of the students.

The motion-picture, and especially the talking-picture, can be made to depict graphically daily activities in relation to the school schedule. Where possible, color will add much to the value of the production. Four reels of 1600 feet of 16 mm. film are sufficient for a one-hour run. Schools should at once coordinate their work so as to be represented through motion-pictures at the Exposition.

Radio drama is assuming a larger and larger significance in school life. This element calls for the development of English, public speaking, and stage presence. Students may participate in script writing, subject to editing. High school, junior college, and state college students may take part in these radio dramas.

At the regular scheduled forums and discussion groups such topics will receive consideration as:

- How may we achieve a unified school program?
- The problem of leisure in a new social order.
- Character education and training for citizenship.
- Safety education and the elimination of accidents.

The radio in education.
Improvement of films for children and youth.
Secretary Roy W. Cloud has suggested that Friday be set aside for special features. Such events may include:

- Observance of Public Schools Week
- Commemoration of the birthday of John Swett
- California School Trustees Association Day
- Junior College Day
- Adult Education Day
- Parent-Teacher Association Day
- American Legion Day

Part of the exhibit space will be used as a glassed-in room (insulated with one-way glass) to seat approximately 150 persons. Here may be held student competitions and contests, radio dramatic presentations, and discussion groups and forums. A loud speaker will carry to those in the immediate vicinity, and the programs will go out over the air.

Thus dramatically portrayed, California education will be seen to be the unifying force in a democratic state, the one instrumentality to keep our country from disaster and chaos. It is designed to show California education as an integrated plan, with emphasis given to all phases of school work and to all educational levels. The entire Exposition will serve as a laboratory for students and observers. Those exhibits under the Exposition authority and the Federal Government, as well as those of the California Commission, will lend themselves to study with profit. These exhibits and displays, wherever located, will furnish subjects for discussions in group meetings. The lectures, institutes and public meetings will present to visitors the latest in education, in science, and art and music, and the fields of industry, commerce, citizenship and culture.

The extent of the state will make visits by us to every locality impossible. Teachers and school executives should communicate at once with the administrator, telling what particular phases of work or educational activities they are prepared to demonstrate, as well as the dates of any conferences or meetings it is desired to schedule.

* * *

The Twentieth Century Fund, 330 West 42nd Street, New York City, concentrates in its researches and publications upon social and economic questions. Evans Clark is executive director.

The Fund issues inexpensive bulletins, pamphlets, leaflets and poster charts, prepared for classroom use and available to teachers and students. The publications cover, — corporations, taxation, old-age security, government credit, government labor relations, medical economics, consumer credit, and numerous other current themes.

California teachers desiring further information should write to Margaret R. Taylor, Public Affairs Assistant, at the above address.

* This state-wide committee organized within its own group an executive committee consisting of: Joseph P. Nourse, chairman, Walter F. Dexter, Roy W. Cloud, E. W. Jacobsen, A. J. Cloud.

Advisory Committee on Education

ADVISORY Committee on Education (North Interior Building, Washington, D. C.) has announced publication of report on National Youth Administration, by Palmer O. Johnson and Oswald L. Harvey. Dr. Johnson is professor of education, University of Minnesota; Dr. Harvey was formerly research officer, National Youth Administration, and on staff of Advisory Committee since 1936.

The study reviews the student aid, youth work projects, and other programs of N. Y. A. In their summary chapter the authors conclude that

"through the extension of educational opportunities to the underprivileged, the Youth Administration has uncovered a reservoir of competent youth desirous of continued education for whom almost no provision has been made in the past.

"It has demonstrated the possibility of providing educational opportunities at small cost which have proved of considerable advantage to the youth and to the institutions involved. And . . . it has increased school and college enrollments by 300,000 to 400,000 without sacrificing quality to quantity."

It is expected that a total of 19 staff studies will be published by Advisory Com-

mittee on Education, as follows:

1. Education in the 48 States.
2. Organization and administration of public education.
3. State Personnel Administration: with special reference to departments of education.
4. Federal aid and the tax problem.
5. Principles and methods of distributing federal aid for education.
6. Extent of equalization secured through state school funds.
7. Selected legal problems in providing federal aid for education.
8. Vocational education.
9. Vocational rehabilitation of the physically disabled.
10. The land-grant colleges.
11. Library service.
12. Special problems of negro education.
13. National youth administration.
14. Educational activities of Works Progress Administration.
15. Public education in District of Columbia.
16. Public education in territories and outlying possessions.
17. Education of children on federal reservations.
18. Educational service for Indians.
19. Research in United States Office of Education.

Upon publication copies of the studies may be procured from the Superintendent of Documents, U. S. Government Printing Office.

Targets in Reading

WEBSTER PUBLISHING COMPANY, 1808 Washington Avenue, St. Louis, has recently issued *Targets in Reading* for high school students by Barry, Madden and Pratt, of Wisconsin public schools.

The authors conducted a four-year experiment involving a careful study of all phases of the problem and experimenting with materials in order to find the solution. The result of this experiment is *Targets in Reading*.

The workbook is designed for high school students who are not reading classroom materials with maximum efficiency. Practice exercises in the workbook give training in those mechanical factors and thought processes which the authors have found lacking among their remedial reading cases.

The book is so organized that the type and amount of practice material can be varied for the individual, thus serving the student who has but one reading disability as well as the student with several. Because the material is to a large degree self-administering, the workbooks are suitable for use either in a large group where only a few individuals need reading help, or in a small group where all individuals are placed for special help.

STANDARD SCHOOL BROADCAST

Announces

A NEW RADIO NETWORK

MORE RADIO STATIONS, AND NEW FEATURES



ALREADY enjoyed by the largest "classroom" in the Pacific West, the Standard School Broadcast begins its Eleventh Annual Season (1938-39) on October 6th. Twice as many radio stations will be used—the twelve stations of the NBC Blue Network—KGO, KTSM, KECA, KFSD, KERN, KMJ, KWG, KFBK, KMED, KEX, KJR, KGA. These music-enjoyment lessons will be heard at the same time as heretofore—11:00-11:45 every Thursday morning of the school year.

A valuable Teacher's Manual is available free of charge to accredited teachers and adult listening-group leaders when requested through the school principal or group leader. This popular broadcast, heard by more than 375,000 school children and many adults, is affiliated with the Thursday evening Standard Symphony Hour, which is broadcast over the NBC Red Network—KPO, KFI, KGW, KOMO, KMQ. In home or school, let Thursday be your day to listen to the great music of the world!

STANDARD OIL COMPANY OF CALIFORNIA

In Memoriam

MRS. Delia R. Briggs, principal, Ausaymas School, Hollister, San Benito County. She was one of the most active teachers of C.T.A. Central Coast Section; past president of the section; past president of the Classroom Teachers Association of that section; and a State Council member.

Mrs. Briggs began her work as a teacher in 1912 in San Mateo County and taught there until her marriage. She leaves a husband and one daughter. Mrs. Briggs was active in educational affairs and also participated in the civic and religious work of her community.

* * *

American Education Week

EDUCATION for Tomorrow's America is the general theme for the 18th annual observance of American Education Week to be held November 6-12.

This theme and daily topics were selected by the three national sponsors—the National Education Association, the American Legion, and the United States Office of Education. The suggested daily topics are:
Sunday, Nov. 6—Achieving the Golden Rule
Monday, Nov. 7—Developing strong bodies and able minds

Tuesday, Nov. 8—Mastering skills and knowledge

Wednesday, Nov. 9—Attaining values and standards

Thursday, Nov. 10—Accepting new civic responsibilities

Friday, Nov. 11—Holding fast to our ideals of freedom

Saturday, Nov. 12—Gaining security for all.

American Education Week serves as a time when the teaching profession, parents, and citizens throughout the entire nation, join in a consideration of the schools—what they are doing, the modern methods being used, how well the schools are meeting the needs of the times in their respective communities, and what may be required to make them more effective.

To assist schools in planning and conducting their 1938 observances the National Education Association has published an entirely new type of material prepared in a manner entirely different from that of previous years.

Following is a complete list of materials available:

Separate Items

Poster—11½ x 17 inches in three colors. Price: 40c per package of ten. Sold only in packages of ten.

Leaflet—"Your School Helps Your Child." Four pages, 3 x 5 inches built around the report of the Educational Policies Commission. The Purposes of Education. Illustrations and text on the four major areas of objectives proposed. In two colors on white stock. Price: 35c per package of 100. Sold only in packages of 100.

Leaflet—"The School and Democracy." Four pages 3 x 5 inches, black ink on white stock. Has been available in previous years. Price: 25c per package of 100. Sold only in packages of 100.

Leaflet—"The American School." Four pages,

AMERICAN EDUCATION WEEK

NOVEMBER 6-12 1938



3 x 5 inches, black ink on white stock. Has been available in previous years. Price: 25c per package of 100. Sold only in packages of 100.
Sticker—1½ x 2 inches in three colors on white stock. Use on report cards, letters, menus, etc. Price: 25c per package of 100. Sold only in packages of 100.

Discounts on more than one package of above materials: 2-9 copies, 10 per cent; 10-99 copies, 25 per cent; 100-or more copies, 33 1/3 per cent.

Combination Packets

Each of the four packets listed below contain posters, leaflets, and stickers plus 5½ x 8½ inch folders of 16 pages each:

- The Kindergarten-Primary School Packet
- The Elementary School Packet
- The High-School Packet
- The Rural School Packet.

A Teachers College Packet has also been prepared which carries a special 24-page folder and some of the folders from other packets for use in training schools of these institutions.

Price of Packets: 50c. No discounts for quantities.

Materials should be ordered direct from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. Funds should accompany orders for \$1 or less.

* * *

Improving Instruction: supervision by principals of secondary schools, is an important new text in the secondary field by Thomas H. Briggs of Teachers College, Columbia University; published by The Macmillan Company; 600 pages. The book has grown out of Professor Briggs university course on this subject, a course which he has been developing for 20 years.

Gregg Shorthand's Golden Jubilee

Many National Organizations
Celebrate Gregg Jubilee

IN 1888 a young man borrowed \$50 from his brother to publish a new system of shorthand. On May 28, 1888, 500 copies of this method appeared in a 28-page pamphlet. The young man was John Robert Gregg, inventor of the shorthand system which bears his name. Gregg shorthand is now the adopted system in the public high schools of more than 99 per cent of the cities and towns in the United States whose high schools teach shorthand.

1938 marks the 50th or Golden Anniversary of the shorthand system that has played such an important role in the commercial education and business life of America. The anniversary is being celebrated by many shorthand and educational organizations.

On October 8 a testimonial dinner will be given to Dr. Gregg at Hotel Commodore, New York City; on November 12 the event will be celebrated by Canadian Gregg Association in Montreal.

List of Delegates

(Continued from page 11)

teacher, Sebastopol, C.T.A.; Jenkins, Anna Irene, Los Angeles, C.T.A.; Johnson, Charlotte N., teacher, North Pomona, C.T.A.; Johnson, Lot-tiellen, teacher, Sacramento, Northern Section of Department of Classroom Teachers, C.T.A.; Jolley, E. Louise, teacher, Alameda High School, Alameda County Educational Association; Jones, Arthur D., teacher, Oakland Teachers Association; Jones, Eugenia West, teacher, Los Angeles Elementary Teachers Club; Jordan, Genevieve I., teacher, San Francisco, C.T.A.; Kirkland, Adele, teacher, Fort Bragg, Bay Section, Classroom Department, C.T.A.; Knezevich, Mrs. Laurel Olson, teacher, Los Angeles Elementary Teachers Club; Koford, Caroline, teacher, Berkeley Teachers Association; Larwood, Donald, teacher, Fresno City Council of Education; Lawrence, William D., teacher, Oakland Teachers Association; Lawyer, Harriet Rose, teacher, Berkeley, Bay Section, Classroom Department, C.T.A.; Leach, Helen M., teacher, Oakland, Bay Section, Classroom Department, C.T.A.; Lefevre, Ora L., teacher, Los Angeles, High School Teachers Association; Lichty, R. R., teacher, Isleton, Sacramento County Teachers Association; Lyons, William J., teacher, San Diego Teachers Association; McAllaster, David J., teacher, Los Angeles, Beverly Hills Teachers Club; McGlothlin, Marjorie, teacher, Muir Technical High School, Pasadena, Pasadena Teachers Association; McKenzie, Mabelle, teacher, San Diego Teachers Association; MacLaurin, Clara F., teacher, City Teachers Club of Long Beach; Maguire, S. Edna, principal, Mill Valley, C.T.A.; Mallory, Gertrude, teacher, San Gabriel, Los Angeles, High School Teachers Association; Mayberry, Alice, teacher, High School, Pacific Grove, Bay Section, Classroom Department, C.T.A.; Meagher, W. M., teacher, Morgan Hill, Santa Clara County Teachers Association; Meline, Eva, teacher, San Francisco, Bay Section, Classroom Department, C.T.A.; Merchant, Frances C., student, Stanford University, Southern California Classroom Department, C.T.A.; Merchant, Pauline, teacher, Garden Grove, Southern California Classroom Department, C.T.A.; Merrill, Hattiebelle, teacher, City Teachers Club of Long Beach; Mitchell, Evelyn, teacher, Alexander Hamilton Junior High School, Oakland, Alameda County Educational Association; Montgomery, Etta L., teacher, Los Angeles, California Classroom Teachers Federation; Montgomery, Kenneth, teacher, Glendale City Teachers Club; Montgomery, Lois, teacher, Calipatria, C.T.A.; Morris, Mary Virginia, teacher, Los Angeles Elementary Teachers Club; Mullen, Mary, principal, Fremont School, Alhambra, C.T.A.; Murphy, Malcolm P., teacher, McClatchy High School, Sacramento, C.T.A.; Neely, Charlotte, supervisor, Pomona, C.T.A.; Newcomb, Adeline B., teacher, Los Angeles, High School Teachers Association; Newman, Norma H., teacher, Los Angeles, High School Teachers Association; Nourse, Joseph, superintendent, San Francisco, San Francisco Classroom Teachers Association; Olson, Harold, principal, Delano, C.T.A.; Patterson, Lucille N., teacher, North Hollywood, Los Angeles Elementary Teachers Club; Peters, Forrest W., teacher, City Teachers Club of Long Beach; Peters, Samuel E., teacher, City Teachers Club of Long Beach; Peterson, Ada C., teacher, Whittier, C.T.A.; Pholey, Gordon E., teacher, San Fernando, High School Teachers Association; Powell, Emma R., teacher, Oakland, Bay Section, Classroom Department, C.T.A.; Rackem, Ruth, teacher, City Teachers Club of Long Beach; Rainsor, Wilbur W., teacher, San Francisco, Bay Section, Classroom Department, C.T.A.; Reddick, Helen F., teacher, Los Angeles Elementary Teachers Club;

Reeves, Frances Mae, teacher, Brawley, Imperial County Teachers Association; Robison, Eleanor, teacher, Elizabeth Sherman School, Oakland, California Association for Childhood Education; Saiz, Clive M., teacher, Jefferson Union High School, Daly City, San Mateo County Teachers Association; Scandrett, Hazel V., teacher, Emery High School, Emeryville, Alameda County Educational Association; Schmitz, Marguerite, teacher, Oakland, Alameda County Educational Association; Sexson, John A., superintendent, Pasadena, C.T.A.; Sexton, J. M., district superintendent, Ventura, Bay Section, Classroom Department, C.T.A.; Shaw, Albert M., teacher, Los Angeles, C.T.A.; Shea, Mrs. Martha McC., teacher, Oakland Teachers Association; Sherman, Mrs. Louise G., teacher, Oakland Teachers Association; Shotwell, Caroline E., teacher, City Teachers Club of Long Beach; Smullenburg, Harry, teacher, Burbank, Southern Section, Classroom Dept., C.T.A.; Smith, Elizabeth, teacher, San Francisco Classroom Teachers Association; Smith, Helen E., teacher, Altadena Elementary School, Pasadena, Pasadena Teachers Association; Smith, Ina V., teacher, Turlock, Stanislaus County Teachers Association; Smith, John Allan, editor, Los Angeles School Journal, C.T.A.; Smith, Lazelle, teacher, La Mesa, San Diego County Teachers Association; Smith, Marion Root, teacher, City Teachers Club of Long Beach; Soule, Elinor, teacher, El Cajon, San Diego Teachers Association; Stone, Seymour, deputy superintendent, Long Beach, C.T.A.; Swensen, Clarence R., principal, San Diego, C.T.A.; Tarr, Floyd L., supervisor, Oroville, C.T.A.; Thomas, Mrs. Daisie, teacher, Oakland Teachers Association; Thompson, Stewart, teacher, Richmond Teachers Association; Trutner, Herman Jr., teacher, Oakland Teachers Association; Van de Goorberg, Wilhelmina, teacher,

Los Angeles Elementary Teachers Club; Vorhels, C. R., principal, Oakland Teachers Association; Walsh, Mrs. Elizabeth C., teacher, State College, San Jose, C.T.A.; Weyman, Vivian L., teacher, Stockton Elementary Teachers Assn.; Whinnery, Rose, teacher, Berkeley Teachers Association; White, Mrs. Helen H., librarian, Oakland, Bay Section, Classroom Dept., C.T.A.; Whitehead, Frances E., teacher, Pacific Grove High School, C.T.A.; Wilkins, John, teacher, Merced, C.T.A.; Winegardner, J. H., teacher, Oakland, Bay Section, Classroom Dept., C.T.A.; Winkler, Lucy Rice, teacher, Los Angeles, High School Teachers Association; Workman, Mrs. Myrtle R., teacher, San Diego Teachers Association; Young, Sarah L., principal, Oakland, California Elementary School Principals Association.

* * *

Geographic News Bulletins

NATIONAL GEOGRAPHIC SOCIETY, of Washington, D. C., announces that publication of its illustrated Geographic News Bulletins for teachers will be resumed early in October. These bulletins are issued weekly, five bulletins to the weekly set, for thirty weeks of the school year.

Teachers are requested to apply early for the number of these bulletins desired. They are obtainable only by teachers, librarians, and college and normal school students. Each application should be accompanied by 25 cents to cover mailing cost.



All These Benefits Will Be Yours

\$1,000 to \$3,000 for accidental loss of life; \$333 to \$3,000 for major accidents; \$50 a month when totally disabled by confining sickness or accidental injuries (including automobile); \$50 a month when quarantined and salary stopped. Additional Hospital and Operation Benefits. Policies paying larger benefits will be issued you if you so desire. All claim checks sent by fast air mail.

A NICKEL A DAY KEEPS WORRY AWAY!

—if you are under the T.C.U. Umbrella

Thirty-nine years ago the T.C.U. was organized to give teachers an "umbrella" for the "rainy days" when they are disabled by accident, sickness or quarantine. Only 5c a day buys this protection.

MONEY QUICKLY—WHEN YOU NEED IT BADLY

All Checks Sent by Fast Air Mail

What a happy experience it is to have ready cash come to you just when you need it most! What a difference it makes in the speed of recovery to know that a T.C.U. Check will come by air mail. How wonderful it is to have a strong friend like the T.C.U. rally to your aid with sympathy — and cash. Money to help pay the doctor, the nurse and the dozens of other extra bills.

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Child Readers

*Child Development Readers for
Intermediate Grades*

*Jasmine Britton, Director, Library and
Textbook Section, Los Angeles
City Schools*

JUST as we were concluding a conference with elementary curriculum supervisors on units to be encouraged and books to be ordered for the coming school year, some new books arrived.

That moment before you open a new book contains a special eagerness all its own. The color and format is sensed first. Then comes an awareness of the author's name with a friendly glow for the one that is known for attractive qualities in former books.

Next there is the title that beckons you on and the publisher. All these values are savored in one exciting rush of anticipation as you open with your own hands a book fresh from the press.

And now continuing with the intermediate books in the Child Development Readers—Exploring New Fields, by Parker and Harris; Tales and Travels, by Hahn; and Highways and Byways, by Parker-McKee (Houghton Mifflin Company, publishers).

We were immediately attracted to the group of pictures directly before each of the units—excellent modern pictures they are. Placing the pictures in this way is an original departure in book making. We discovered it was done with the definite purpose of arousing interest and understanding for the reading which follows.

The statements and follow-up questions below each picture cannot help but bring class discussion. They are the stimulating

type which attract children and make visual education an active rather than a passive force.

One of the supervisors looked over the table of contents and made everyone listen while she announced that there was important material that exactly fitted in with their plans for the coming year—the first flight of the China clipper, soil erosion, and the dust bowl, the Colorado River, Boulder Dam, and the desert. She for one, then and there decided she must have these books.

Someone else presented the easy, effortless way the Explorers Club discovered how to use a card catalog, a picture file, and an encyclopedia.

Later as we looked them over more thoroughly we found that both facts and literature, photographs and sketches, have been intermingled and unified in a refreshingly satisfactory manner. There is variety yet with it all continuity from one phase to the next.

The children's account of how the Explorer's Club, the Hobby Show and the Apple Fair were carried on sets the stage which a teacher may readily follow and bring about a live reading situation in her own classroom.

Altogether the Child Development Readers show today's boys and girls doing interesting things in their group activities; new activities which other children in turn can readily do. That factor alone assures them a favored place in the reading program.

William Cairns Harper, for the past 19 years representative on the Pacific Coast of John C. Winston Publishing Company, Philadelphia, recently retired from active

service. He sold the first books issued by the educational department of the company and built up an extensive business throughout the West.

He is taking his family abroad on an extended tour. The San Francisco office is closed and business is handled through California School Book Depository.

W. Roy Breg, executive secretary, Allied Youth (address National Education Association Building, Washington, D. C.), plans to be on the Pacific Coast in November and will be available for speaking engagements. Mr. Breg is nationally known for his work in temperance and character education.

Junior Statesmen of America

JUNIOR Statesmen of America recently held the 3rd legislative session, California Junior State, August 1-5, University High School, Oakland. The Argonaut, veteran California weekly journal, publishes extensive materials concerning this significant and patriotic indigenous California youth movement.

Widespread recognition and approval are accorded to this well-conceived and ably-led educational project. A recent editorial in Oakland Tribune declares:

"The Junior Statesmen of America is one of the symbols of something which, at long last, is new in public thought. Their interest and demonstrations inform us that we are beginning to do that which should have been started long ago."

Junior Statesmen of America have published in an 8-page bulletin their new constitution and three important addresses. The organization is endorsed by San Francisco Bay Chapter Military Order of the World War; for further information address the Chapter Adjutant, Army & Navy Club, Fairmont Hotel, San Francisco.

Elementary School Guidance

CALIFORNIA Elementary School Principals Association publishes annually a yearbook, now in its 10th year; 1938 edition, a praiseworthy volume of 160 pages, deals expertly with guidance in the elementary school. Editor was Sarah L. Young, principal, Parker School, Oakland. Other members of the committee were: Frank B. Cordrey, Ray B. Dean, Frances Giddings, Ruth Harding, Mrs. Florence D. Mount and Margaret I. Poore.

This valuable handbook covers guidance to meet physical, emotional, intellectual, environmental and social needs. The excellent guidance program in the Pasadena elementary schools is fully described. There is also roster of members and other helpful association material. Price \$1; address the editor.



Girl With Cat

Hoecker

THE TEACHER'S RESOLVE: For the new school year beginning in September, each month I will interest my pupils in one beautiful picture, using Perry Pictures for that purpose.

One Cent, 3 x 3½; Two Cent, 5½ x 8
Ten Cent, 10 x 12 sizes

Also **MINIATURE COLORED PICTURES** of any kind, many of them approximately 3½ x 4½ inches, 400 subjects; One Cent and Two Cents each for 60 cents' worth or more.

The Perry Pictures

A sample Perry Picture of the **ONE CENT** and **TWO CENT** sizes and a sample Miniature Colored Picture and lists of these Miniature Colored subjects **FREE** to teachers naming grade and school.

Catalogue of the Perry Pictures, 1600 small illustrations in the Catalogue, and two Perry Pictures, for 15 cents in coin or stamps.

The Perry Pictures Company
Box 47, Malden, Massachusetts

Ask about "Our Own Course in Picture Study".

Big Trees

STANFORD University Press has brought out a beautiful revised and enlarged edition of *Big Trees*, by Walter Fry and John R. White of Sequoia National Park. Comprising 150 pages, with many illustrations and maps, this is a classic about the largest trees in the world. Recently the Susan B. Anthony tree was dedicated with appropriate exercises; Sue Brobst of Los Angeles was chairman of the California committee.

* * *

Cameron Beck, for 22 years past director of personnel in New York Stock Exchange, New York, has resigned to become a director and guide of youth industry in the United States.

Mr. Beck now devotes all of his time to lecturing and consultant work and expects to cooperate with high school and college authorities in bringing to young people ideas which will be of value to them in their contacts with business, industry and life.

There are few men in the United States who are better equipped for this line of activity than Cameron Beck. He has appeared in practically every state in the Union and has addressed schools, service clubs, and religious gatherings. He has always brought a message which has caused his hearers to think of their responsibility

and the possibilities of advancement which may come to them through honest endeavor.

Any school desiring Mr. Beck's services may reach him by addressing him in care of The School of Business Practice and Speech, 2118 RKO Building, Rockefeller Center, New York City.

* * *

Steck Science Series

STECK Company, publishers, Austin, Texas, issue school workbooks, grade and accounting records, and early Western publications. Recently appearing are (1) *Elementary Science Workbook, Book 6*, (2) *Teachers Manual*, to accompany the workbook, and (3) *Handbook for Teachers of Elementary Science*, to accompany the complete series. Book 5 is now available for distribution; Book 4 will be available January 1939; Books 2, 3, 7 will be Available August 1939.

The Steck elementary science workbooks, by Jack and Frances Hudspeth, Austin Public Schools, provide complete materials, based upon recently developed courses-of-study for science in elementary grades.

The teachers handbook and the workbooks contain many references to the California Science Guide, published by California State Department of Education. The progressive work done in elementary science

in California schools should make the Steck series of special interest here.

California teachers in general will be interested in the Steck catalog of instructional aids, 72 pages, offering a wide range of teaching materials.

* * *

A. W. von Struve, chief of the periodicals section, Works Progress Administration, 1734 New York Avenue NW., Washington, D. C., has brought to our attention the fact that 15,000 WPA teachers attended summer training-conferences during this past summer, throughout the United States. Dr. L. R. Alderman, director of the educational division of WPA, states that well over one-half of the total number of teachers now employed by WPA were in attendance.

* * *

Secondary Education is official magazine of National Education Association Department of Secondary Education; editor is Ernest D. Lewis, Room 1901, 130 West 42nd Street, New York City.

The department is a national professional organization for men and women connected with senior and junior high schools and similar institutions. Department secretary is Mrs. Nettie R. Bolland, High School of Commerce, Portland, Oregon.

Now Ready!



TWO NEW SERIES OF STECK WORKBOOKS

Designed to fill a long felt need in an educational field where teachers have been handicapped by a lack of adequate material, these new workbooks

are invaluable teaching aids. And like all Steck Workbooks they make teaching more interesting and education a fascinating pastime.

ELEMENTARY MUSIC (Grades 3 to 5 inclusive)

These are the finest and most thorough Music Workbooks available. The author is recognized as an outstanding music supervisor and public school music authority. Here are complete instructional aids for a full year's course in music instruction and appreciation. Games and written work provide drills. Creative efforts are encouraged. Tests and reviews are included. All material is pre-tested. These workbooks follow recently adopted courses of study and are to accompany any text.

ELEMENTARY SCIENCE (Grades 5 and 6)

As there are no recognized texts for Elementary Science, these new workbooks have been created to provide text material with illustrations, exercises, activities and tests for a complete and integrated program of science. Each workbook supplies full material for an entire year's course. There is a Handbook for teachers with practical suggestions and exhaustive material. The Teachers' Manual, also available, is a complete instruction book to accompany the workbook for each grade.

FREE

Write today for your FREE copy of the interesting Steck School Workbook Catalog.

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Retired Teachers

The following news items have been contributed, relating to teachers who retired last spring.—Ed.

G. A. Wilcox, science teacher, Alhambra High School, Martinez, Contra Costa County, retired in June, concluding 45 years of teaching service; graduate of Cornell University, he taught in the East and in Arizona before going to Martinez, where he has been for the past 32 years.

Elizabeth Neilon of Yreka, Siskiyou County, has the longest teaching experience of any one in that county. All 57 years of her teaching have been in that, her native county. She retired in May from her last school term, Mt. Shasta City.

On one occasion, years ago, when Miss Neilon was given a contract to teach in the Columbus District, near Gazelle, she arrived to begin her work, and found that there was no school-house, no supplies, nor anything. The trustees told her that they were not able to get a school-house, but they thought if they got a teacher it would be up to her to get the school-house. She enlisted volunteer labor, remodeled an old building, built benches, and started school.

For six years she was a member of the county board of education, and for 20 years was principal of Yreka Elementary School.

J. S. Cotton, for the past 32 years principal, Fort Bragg High School, Mendocino County, has retired; District Superintendent Paul Bryan has assumed the duties of principal.

Mrs. Selma B. Olinder, principal, Hawthorne School, San Jose, has retired after teaching in Tehama County and Santa Clara County since 1882. She went to San Jose in 1893 as principal of East San Jose School, now known as Hawthorne School,

where she remained ever since. The alumni of Hawthorne School, East San Jose, through a special committee, recently prepared beautiful resolutions, a tribute to Mrs. Olinder. Chairman of the committee was Ione Burgess Smith. Edith Patheal is secretary of the Selma Olinder Alumni.

ANNA KATHARINE COLLINS has retired after 42 years of continuous service in Monrovia City elementary schools. J. Warren Ayer, superintendent there, states that Miss Collins has been a fine example of everything that a teacher and school administrator should be.

Monrovia-Arcadia-Duarte Teachers Club honored Miss Collins at a farewell dinner last spring; Roy Eller presided; toastmaster



Anna Katharine Collins

was A. R. Clifton, Los Angeles County superintendent of schools. Miss Collins will continue to reside in Monrovia and to take a lively interest in the civic affairs of the community.

COMING

September 2—C. T. A. Board of Directors; regular meeting. C. T. A. Headquarters, San Francisco.

September 3-5—California School Trustees Association; annual convention, Hotel Biltmore, Los Angeles.

October 6-8—California School Superintendents; annual convention; auspices State Department of Education. Hotel Huntington, Pasadena.

October 25-28—American Public Health Association; 67th annual meeting. Kansas City.

November 6-12—American Education Week; auspices American Legion, N. E. A., U. S. Office of Education.

November 14-18—Child Study Association of America. Conference on child life and family relationships; 50th anniversary program. Hotel Roosevelt, New York City.

November 21-23—C. T. A. Central Coast Section; annual convention and institutes, Salinas.

November 21-23—C.T.A. Central Section; teachers institutes.

At Merced—Merced, Mariposa counties. At Fresno—Fresno and Madera counties, Fresno city. At Hanford—Kings county. At Vinalia—Fulare county. At Bakersfield—Kern county.

November 25, 26—National Council of Social Studies; annual convention. Hotel William Penn, Pittsburgh.

November 4, 5—Food Service Directors; annual conference. Hotel Seneca, Rochester, New York.

October 3-7—National Recreation Association; 23d national congress. Hotel William Penn, Pittsburgh.

February 18, 1939—Opening, Golden Gate International Exposition, Treasure Island, San Francisco Bay.

February 25-March 2—American Association of School Administrators; annual convention. Cleveland. Dr. John A. Sexson, Pasadena, president.

March 3, 4, 1939—American Association of Junior Colleges; annual conference. Grand Rapids, Michigan. Dr. Nicholas Ricciardi, president of San Bernardino Valley Junior College, is president of the Association.

April 10-14—Association for Childhood Education; 46th annual convention. Atlanta, Georgia.

Mrs. Fanny Parker Osborn of Elk Grove, taught school in Sacramento County for 58 years, and retired in June. After teaching in various county schools she taught for 19 years in Sacramento City and retired from Sutter Junior High School.

Charles J. Lathrop, for more than 50 years teacher in Glenn County schools, retired last June. His early teaching was in the rural schools; for the last 35 years he has taught in Willows High School.

THE TRUTH ABOUT JOHN JONES*

by A. E. DUNCAN

Chairman of the Board

COMMERCIAL CREDIT COMPANY



JOHN JONES is one of millions of American wage-earners, salaried and professional workers whose annual income is more than \$1,000. He occasionally purchases articles on the instalment plan.

His critics would have you believe that he fosters heedless buying of luxuries, promotes extravagance, piles up debt and contributes to or prolongs a business depression. They believe that his instalment purchases are a huge proportion of all retail purchases, which is not at all true.

I believe it is my duty as head of a national organization, with 4,500 employees, specializing in financing instalment sales, to tell you the truth about John Jones—*sound instalment buyer*—and to offset much misinformation which has been and is being spread about him.

Depressions are not caused by people's purchases. Purchase and consumption create *more* business, *more* jobs, *more* wealth, *more* prosperity. Depressions are caused when people *stop* normal purchasing. To blame any depression on the instalment purchasers means that instalment buying must *drop off* in much greater proportion than cash or short term credit buying.

The facts shown by the recent report of the United States Bureau of Foreign and Domestic Commerce are that the estimated total instalment sales during 1937 were only 12.2% of total estimated retail sales, compared with 11.8% for 1936, 10.9% for 1935, and 13% for 1929; also, that the average amount of credit outstanding on retail instalment accounts during 1937 was about \$2,900,000,000.

Total retail sales during 1937 approximated \$41,000,000,000, of which only 12.2%, or \$5,000,000,000, were instalment sales and 87.8%, or \$36,000,000,000, were for cash or on open credit. A 40% drop in all retail sales, during a depression, based on 1937 figures, means a drop of 4.88%, or \$2,000,000,000, on all instalment sales; but it would also mean a drop of 35.12%, or \$14,400,000,000, in retail sales made for cash or on open credit.

It must be obvious, then, that the drop in volume of sales for cash or open credit, and not the drop in instalment sales, causes and prolongs a business depression. A total

retail instalment debt of \$2,900,000,000, which is reduced during a depression, need not cause concern.

Systematic saving is one of the basic principles of accumulating wealth. Sound instalment buying encourages the budgeting of family income and systematic saving for investment in durable family possessions. It produces mass buying power and makes mass production possible, which results in much lower prices on articles generally sold on the instalment plan. It has helped build great industries—the automobile, refrigerator and radio industries. It keeps factories busy and labor employed. It has raised America's living standard far above that of any other nation. It has made yesterday's luxuries today's necessities.

Upon the above facts, I believe that all reasonable persons will find that John Jones—*sound instalment buyer*—is not a menace. He is a worthy and valuable contributor to the prosperity of American business and to the happiness of American life.

A. E. Duncan

*A symbolical name, not that of any person.

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